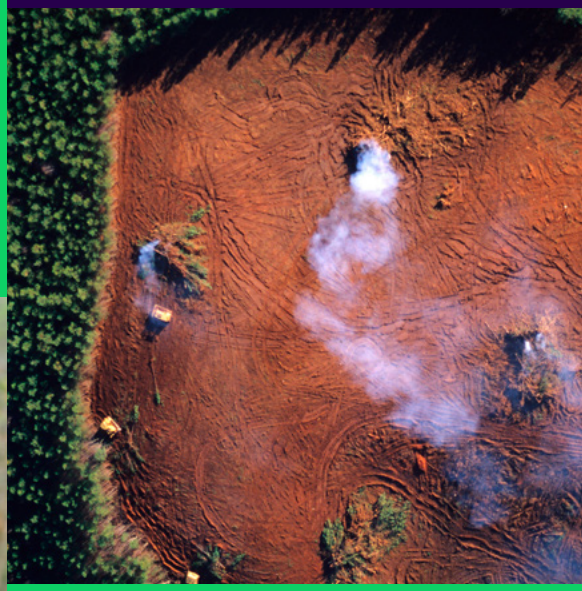
Climate Skills Report

BRITISH COUNCIL

Skills for an Inclusive Transition: Youth realities and green opportunity pathways



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"We must start by challenging the idea that knowledge comes from classrooms, from universities... Young people gain critical green skill through lived experience... Cultural practices, peer learning, and community work"

Speaker, Indonesia

What the evidence shows: the core story

A single overarching message emerges across the dataset: y**oung people strongly recognise the importance of green skills, but the pathway from learning to decent work remains fragmented, uneven, and exclusionary.**

The survey captures high perceived relevance of green skills: 211 of 234 respondents (90.1%) rate green skills as important or very important for their future livelihoods.

At the same time, access is widely constrained: 162 respondents (69.0%) report challenges accessing green opportunities. Women respondents tend to select local job scarce, training access, and finance as the most significant barriers. It implies that while motivation is universal, inclusivity in green opportunities is largely not visible, especially to women.

This gap is not simply a skills shortage. It reflects a broader pathway breakdown – where training, information, funding, and labour-market demand do not align, especially outside major cities.

The labour-market signal is particularly stark. The most frequently cited barrier is lack of local green job opportunities (151; 64.3%), while only 44 respondents (19.9%) perceive high demand for green jobs.

This indicates that inclusion cannot be achieved through training supply alone; it depends on whether the economy can absorb young people into decent work locally, and whether entry routes are structured to work for those without privilege or networks.

Acknowledgements

This study is the result of a deeply collaborative effort that brought together researchers, youth leaders, sustainability practitioners and partners across regions. We are grateful to all those who contributed their time, insight and commitment to advancing evidence on inclusive green skills and youth pathways.

Research Team

British Council

Commissioning & oversight

Research Advisory Group

Climate experts from each deep-dive country

Training

Insight

Hive Youth Researchers

25 young people
Co-created research design
Tested & refined methods

Training

Insight

Green Box

Research Agency

5 countries: 1 Youth Field Researcher leading focus groups in each country

Brazil
Field Researcher

Mexico
Field Researcher

India
Field Researcher

Indonesia
Field Researcher

Viet Nam
Field Researcher

Wider youth participants & stakeholders

Interviewed and in workshops – contributing data and perspectives

This research was commissioned by the British Council and implemented by Green Box World Ltd. We would like to thank the core writing and research team, led by Dr Mohsen Gul (Lead Author). We are extremely grateful to the contributors whose analytical, editorial and coordination inputs strengthened the report at every stage.

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Disclaimer

The views expressed are those of the authors and contributors based on extensive research and review of relevant studies and literature, and do not necessarily reflect those of the British Council.

Table of Contents

List of figures

Executive Summary

The evidence shows that green skills strategies will not deliver a just transition unless they are designed as end-to-end pathways – from early climate literacy, to applied learning, to paid entry routes, to locally available jobs and enterprise opportunities, supported by mentorship, networks, and targeted inclusion measures. Without this pathway redesign, the transition risks becoming 'green' in name but unequal in outcome.

What makes this research different: evidence-to-action through the Climate Connection Hive

This study sits within the Climate Connection Hive-a combined research and campaign initiative commissioned by the British Council and delivered by The Green Box. The Hive is designed to generate actionable evidence on how young people can access and thrive in green opportunities and to translate that evidence into advocacy, partnerships, and programming momentum aligned with the COP cycle. In the campaign framing, the Hive is positioned not as a stand-alone research exercise, but as a multi-stage pipeline that moves from youth co-design, to evidence collection, to country deep dives, and finally to COP-facing outputs and public engagement.

A defining feature of the Hive methodology is its commitment to youth participation across the research cycle, anchored in the principle that young people should not only be 'respondents' but also co-creators and contributors to research design, data collection, and validation. The campaign design explicitly builds in youth involvement early, including structured sessions in late 2024 that were intended to shape the thematic focus, refine research tools, and ensure the language and framing of questions were accessible and relevant to youth realities.

Within this model, youth participation was supported through two main mechanisms:

First, structured research governance and advisory inputs. An Expert Research Advisory Group (RAG) was established to strengthen rigor, relevance, and inclusion safeguards. The RAG terms of reference emphasise functions such as reviewing tools, supporting inclusive practice, and validating findings at key milestones.

Second, the engagement of youth researchers and youth networks. The Hive Researchers research governance plan sets out practical roles for youth research assistants and youth advisors – supporting survey dissemination, participant outreach, co-facilitation, documentation, and validation of outputs (with compensated engagement days specified in the governance plan).

Together, these mechanisms ensured the study's 'youth-led' dimension operated at multiple levels: shaping questions, widening recruitment reach through youth networks, enabling youth-friendly data collection, and strengthening interpretation of findings through lived experience.

By involving youth leaders, local partners, and diverse stakeholders across the five target countries, the project inherently embodies cultural relations principles of two-way engagement rather than one-way knowledge transfer.

Youth-led participatory research journey

Recruitment and Training October 2024

25 Hive Youth Researchers
15 countries
Hybrid training:
Advocacy, research and campaigning skills
Delivered by
Green Box
and
British Council

Campaign launch 31 October 2024

Youth Connect Live webinar
Initial research idea launched publically

Testing & validation November 2024

COP29 + COY19 (Baku, Azerbaijan)
In-person workshops with youth, policy & climate stakeholders
Research question refined

Global survey and youth diaries Early – Mid 2025

Global survey launched
Youth-led diaries capturing lived experience

In-country data collection Aug – Sept 2025

72 interviews across 5 countries:
Brazil, Mexico, India, Indonesia and Viet Nam
Youth (21) Policymakers (9)
Private sector (10) Educators (10)
NGOs/CSOs (12) Experts (10)

Presentation of emerging findings November 2025

COP30 + COY20
(Belém, Brazil)
Hive Researchers present insights

Final report & launch 2026

Synthesis, analysis, publication
Output shared globally

What this report is about

This report gives insights into what it will take to deliver a just and inclusive green transition for young people (18–30) across the globe with focus on Brazil, India, Indonesia, Mexico and Viet Nam, with specific attention to those most likely to be excluded from emerging green opportunities. It brings together evidence on how young people understand green skills, where pathways into green work currently break down, and what policy and programmatic stakeholders can do differently to convert 'green potential' into equitable, locally available livelihoods.

Why this matters now

The demand for inclusive green transitions is rising at the same time as climate impacts intensify and economic systems shift. For youth, particularly those facing poverty, rural exclusion, disability-related barriers, and discrimination, the transition is not automatically an opportunity. It becomes inclusive only when institutions deliberately shape pathways into learning and decent work, and when those pathways are accessible in practice, not only in policy. The report therefore focuses on the skills that young people need, the structural barriers that prevent access, and the enabling conditions required to achieve inclusive green transitions.

Key findings by theme (read further: Chapter 3)

Climate education and skills are widely valued, but education pathways are not delivering

The evidence consistently positions climate education as a foundation for inclusive transitions – yet one that often begins too late, remains overly theoretical, and is not creating employment pathways. Nearly half of respondents, 107 (45.5%), report that education is not aligned with industry needs, and 130 (55.3%) cite limited access to relevant training programmes as a barrier. Practical barriers layer on top of this misalignment. Financial constraints are widely reported (124; 52.8%), and access to trusted information is limited (148; 63.0% request better information on green jobs). Youth also signal what would make pathways workable: they request local training opportunities (119; 50.6%) and improved digital learning tools/platforms (91; 38.7%), reflecting demand for decentralised and flexible delivery.

Human skills and networks are central to inclusion, not secondary

Human skills (also referred to as interpersonal skills, emotional intelligence, or collaborative capacity) – encompassing communication, collaboration, empathy, and adaptive thinking – are framed as the enabling layer that allows youth to translate knowledge into agency, participation, and opportunity – particularly where youth must navigate complex systems, build legitimacy, and collaborate with institutions. This emphasis appears in the survey as strong demand for support mechanisms that build confidence and access to social capital: 128 respondents (54.5%) request mentorship and 104 (44.3%) request networking support. This indicates that inclusive green pathways must intentionally develop both technical and enabling skills and treat mentorship and local and international networks as essential infrastructure rather than optional extras.

Skills-to-jobs mismatch is a defining constraint, especially at local level

Across the five countries, youth repeatedly describe training that does not convert into employment, and the survey confirms that green opportunity is unevenly distributed and often poorly absorbed locally. Beyond job scarcity itself, the mismatch is reinforced by limited training access, unclear entry routes, and uneven sector maturity across and within countries. The survey also shows where youth see opportunity clustering and where visibility is weaker. Green jobs are most strongly associated with renewable energy (194; 82.6%), waste management/circular economy (194; 82.6%), and agriculture (181; 77.0%), while manufacturing (89; 37.9%) is substantially less visible as a 'green' pathway despite its central role in decarbonisation and supply chains. The implication is that programmes must address both job creation and 'pathway legibility', including clearer occupational mapping for less visible but strategic roles (cleaner production, data/traceability, planning).

Intersectionality determines access and who gets left behind

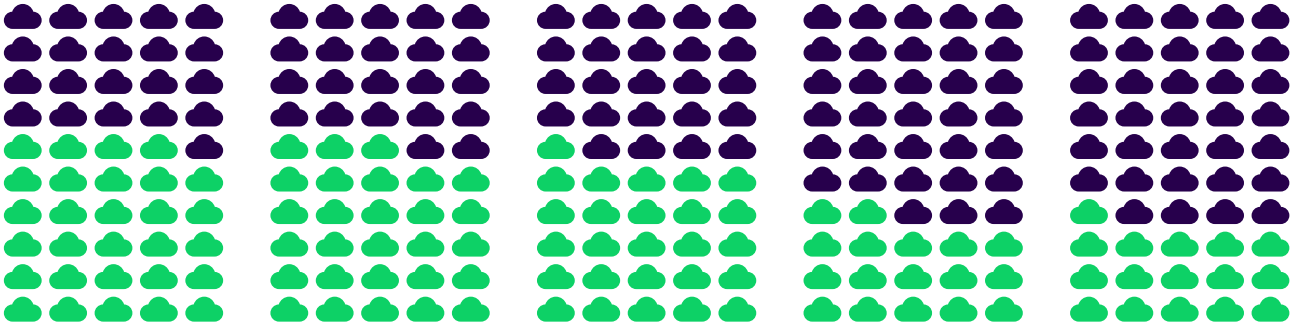
The report treats youth not as a single group but as diverse populations shaped by overlapping barriers. Survey responses identify the groups most at risk of being left behind as youth with disabilities (138; 58.7%), rural youth (132; 56.2%), ethnic/Indigenous minorities (121; 51.5%), and non-English speakers (75; 31.9%).

These risks are linked to structural constraints, i.e., connectivity, transport, affordability, discrimination, inaccessible workplaces, and weak representation, meaning that inclusion requires targeted design and funding, not generic programmes.

Gendered barriers persist across education, work, enterprise, and leadership

Gender is a consistent axis shaping access to green skills and opportunities. 78 respondents (33.2%) identify women as at risk of being left behind. 46 respondents were female (34.3% of female respondents) and 30 were male (30.0% of male respondents). The relatively small gap between genders – 4.3 percentage points – indicates that concern about women's exclusion from the green transition is broadly shared across the sample, not confined to women respondents themselves. This cross-gender recognition strengthens the finding: gendered exclusion is perceived as a systemic problem, not merely a self-reported experience. Qualitative evidence adds depth to this, describing barriers such as gendered norms in technical fields, confidence and visibility constraints, unequal access to finance and networks, time poverty linked to care responsibilities, and workplace safety concerns. At the same time, women's leadership in community-level climate action is strongly visible, indicating that inclusion requires linking existing informal leadership to formal training, decision-making and investment pathways.

Figure 1. Who is most vulnerable to being left behind?



58.7%
Youth with Disabilities: 138

56.2%
Rural youth: 132

51.5%
Ethnic / Indigenous minorities: 121

33.2%
Women / girls: 78

31.9%
Non-English speakers / language barriers: 75

Community learning, non-formal education, and networks often function as the 'real system'

Where formal systems are inaccessible or ineffective, youth rely on community-based learning ecosystems – peer networks, NGOs/CSOs, local organisations, hybrid models, and informal learning routes. This is consistent with survey demand for localised training delivery and networking supports, and with qualitative evidence highlighting that trust, relevance, and access often sit outside formal institutions. In practice, this means that inclusive pathway strategies must recognise and fund non-formal delivery partners and provide routes for community learning to translate into recognised credentials and decent work.

Policy ambition is present, but implementation credibility is fragile

A core institutional challenge is the gap between policy commitments and delivery. Only 25 respondents (11.0%) perceive current green training programmes as inclusive; 136 (59.6%) are unsure and 67 (29.4%) say no. This finding signals low confidence among young people in whether current systems can deliver inclusion at scale. Funding is the most decisive lever: 162 respondents (68.9%) request scholarships, grants or stipends, reinforcing that inclusion depends on whether participation is financially feasible – not merely whether programmes exist.

Systemic risks could reinforce existing inequalities if not addressed early

The report identifies an interconnected risk profile that can derail inclusive transitions: elite capture of opportunity through credentials and networks, perceptions of green jobs as elitist, unpaid entry pathways and 'experience traps', information and language barriers, climate impacts intensifying vulnerability, youth out-migration from rural areas, and psychosocial stress (including climate anxiety and burnout). These risks are reinforced by the survey's 'barrier cluster': limited training access (130; 55.3%), financial constraints (124; 52.8%), and information gaps (122; 51.9%), alongside the dominant constraint of local job scarcity (151; 64.3%).

Comparative snapshot: Asia and the Americas

Across Asia (India, Indonesia, Viet Nam) and the Americas (Brazil, Mexico), the evidence shows a shared 'pathway bottleneck': youth see the green transition as an opportunity, but access depends on local job availability, affordable skills routes, and transparent entry pathways.

The comparative analysis also highlights distinct friction points. In parts of Asia, the system challenge often centres on strengthening the readiness and relevance of skills institutions – particularly vocational systems and certification – so they can credibly deliver workforce transitions and meet emerging demand.

In the Americas, the bottleneck often tightens around participation feasibility and operational coherence: whether youth can afford to participate, whether systems align education and labour-market pathways, and whether delivery mechanisms reduce fragmentation rather than reproduce it.

This suggests that while a common programme architecture can work across regions (local training, paid placements, mentorship, inclusion supports), the focus and order of activities need to be adapted to each local context.

Recommendations: what needs to change in policy and programme design

The recommendations in this report focus on redesigning green pathways so that youth with the least resources can realistically enter, thrive, and lead in green job opportunities.

At the global level, the report calls for an Inclusive Green Pathways minimum package for all funded programmes – combining paid work-based learning, mentorship, wraparound supports (transport, connectivity, childcare and accessibility), and job or enterprise linkage as standard practice. It also recommends standardising inclusion metrics and disaggregated reporting, shifting funding toward 'learning-to-earning' models with follow-on support, enabling portable recognition of non-formal learning and micro-credentials, and mobilising employer commitments for paid entry routes backed by decent work safeguards.

At the regional level, there is an opportunity Latin American strategies to focus on making green work visible across formal and informal economies, strengthening youth green enterprise finance (including women-led and rural/Indigenous-linked initiatives), protecting community knowledge from extractive participation, and ensuring language localisation as a baseline. In South and Southeast Asia, priorities include modernising TVET as the backbone of inclusive access, developing common competency profiles for high-growth roles (renewables, circular economy operations, climate-smart livelihoods), scaling hybrid delivery models for remote contexts, and addressing climate migration pressures through local livelihood strategies.

At the country level, each context requires tailored pathway reforms. Brazil needs stronger sub-national pathways, paid entry routes, safer workplaces, and clearer pipelines for cleaner production skills. India requires assessable and applied climate learning, job-linked green skilling, hands-on renewables pathways through TVET and apprenticeships, rural inclusion packages, and enterprise support where formal green jobs remain limited. Indonesia requires upgraded job training centres, region-specific training aligned to local economies, youth green jobs forums, integration of green skills into certification, and transition bridges out of coal-dependent pathways. Mexico requires climate learning to shift from optional to core, regional development hubs aligned to local economic 'vocation', offline-first inclusion strategies for rural youth, stronger women's enterprise and leadership supports, and operational coordination across fragmented institutions. Viet Nam requires stronger localisation of training content and delivery, deliberate inclusion of ethnic minority communities, sustainable NGO–government delivery partnerships, stronger youth networks and career navigation systems, and investment in local green livelihoods to reduce forced migration.

How the research was conducted

The study uses a mixed-methods approach that integrates four complementary evidence streams. A quantitative survey (n = 234) provides cross-country insight into youth perceptions of green skills, barriers, priority sectors, and enabling supports.

The survey is complemented by youth diaries, which capture situated reflections collected over an 8-week period on skills development, opportunity seeking, and lived constraints, including diary material beyond the five countries to validate patterns and deepen interpretation.

The analysis is further strengthened by innovation launchpads, which capture youth and practitioner dialogue on skills pathways, inclusion, and scalable models.

Finally, in-depth interviews with educators, policymakers, private sector leaders and NGO/CSO actors across the five countries provide contextual explanation of how systems and institutions shape opportunities and exclusions in practice.

1 The Rationale

The global community is entering a decisive period in which climate disruption and socioeconomic transformation are unfolding simultaneously. Climate change disrupts livelihoods, health, education and productivity in ways that disproportionately affect those already experiencing socioeconomic vulnerability, reinforcing existing inequalities and shaping long-term development prospects (Carleton and Hsiang, 2016). Estimates suggest that failure to transition to a net-zero economy by mid-century could shrink the global economy by up to 10% (Swiss Re Institute, 2021). Together, this evidence underlines that climate action is not only an environmental imperative, but also a question of economic resilience and social justice.

This is why the framing of a just and inclusive transition is central to research on green economies and youth futures. An inclusive transition moves beyond a narrow focus on emissions reduction to consider who benefits, who bears the costs, and whether new opportunities are accessible to those currently excluded. **The International Labour Organization defines this approach as greening the economy "in a way that is as fair and inclusive as possible," while creating decent work opportunities and ensuring that no one is left behind (ILO, 2018).**

The scale of opportunity is significant, but conditional. Energy systems, agriculture, and industrial processes accounting for the majority of emissions and therefore representing the most critical arenas for mitigation and structural transformation (Olhoff et al., 2024). At the same time, these sectors are widely identified as major sources of future green employment. Without deliberate investment in skills, social protection, and inclusion mechanisms, green growth risks reproducing existing labour market inequalities or creating new forms of exclusion under a 'green' label (PAGE, 2021; WEF, 2022).

Within this context, young people sit at the centre of both risk and possibility. The transition to a green economy is frequently framed as a youth opportunity, with projections indicating the creation of tens of millions of jobs globally by 2030 (UNFCCC, 2023). However, access to these opportunities remains uneven. Evidence consistently shows that youth – particularly marginalised groups – face structural barriers to skills acquisition, labour-market entry and meaningful participation in decision-making processes (PAGE, 2021; ILO, 2023).

A youth-centred inclusive transition therefore depends on a robust and equitable understanding of climate (green) skills. The literature highlights that green skills encompass not only technical competencies but also a portfolio of capabilities needed to support sustainability across sectors and communities (Vidican Auktor, 2020).

Commonly cited skill categories include:
(1) technical and occupational skills linked to green jobs;
(2) transferable skills such as problem-solving, teamwork and digital literacy;
(3) transformative capacities such as systems thinking, innovation and civic agency; and
(4) general environmental literacy (Vidican Auktor, 2020).

Understanding which skills matter, who is excluded from acquiring them, and which models effectively bridge learning and employment is a central rationale for this research.

Crucially, the transition is not only technical and economic; it is also social and cultural. Achieving a low-carbon future requires shifts in behaviours, norms and collective expectations, shaped through social relationships, narratives and trust as much as through policy instruments or technology deployment (Wang and Lo, 2021). Community engagement, awareness-raising and participatory processes are central to whether transitions are perceived as legitimate and inclusive (WEF, 2023; Climate Heritage, 2025). **Cultural relations, understood here as the role of sustained dialogue, mutual learning and cross-stakeholder relationships, provide an enabling framework for inclusive change. They support locally grounded solutions, amplify marginalised voices, and help translate abstract transition goals into lived social realities (WEF, 2023).**

This rationale is particularly salient in key sectors where emissions reduction and employment transformation intersect. The energy sector is projected to generate rapid employment growth through renewables, but also poses acute risks for workers and communities dependent on fossil fuels, requiring credible retraining pathways, stakeholder engagement and place-based transition support (IRENA, 2021; Slycan Trust, 2021; KCI, 2022). In agriculture, the transition intersects directly with rural livelihoods, food security and climate vulnerability, particularly for smallholders and informal workers, necessitating governance support and tailored skills strategies (FAO, 2022; CGIAR, 2024). In manufacturing, greening production and supply chains is essential to enabling economy-wide decarbonisation, and the sector's strong employment multiplier effects make it a strategic site for inclusive industrial development (UNIDO, 2025).

Finally, a persistent gap remains between high-level commitments and effective national and local implementation – particularly in aligning skills systems with labour-market needs and ensuring inclusion for marginalised youth (PAGE, 2021; WEF, 2022). This gap is compounded by limited granular data on who accesses green skills, which programmes lead to decent work outcomes, and how youth participation can move beyond symbolism to genuine influence (PAGE, 2021; WEF, 2023).

Guided by this rationale, the research underpinning this report addresses three interlinked questions:

- **Identify barriers** youth face in accessing green skills, education and job opportunities, with attention to intersecting forms of disadvantage (PAGE, 2021; ILO, 2023).
- **Explore solutions** for ensuring inclusivity in green transitions across agriculture, energy and manufacturing, including effective skills models and socially grounded approaches to participation (IRENA, 2021; CGIAR, 2024; UNIDO, 2025).
- **Gather insights** to inform policies and programmes that strengthen youth empowerment in green economies, linking skills development with meaningful participation and inclusive governance (UNICEF, 2023; UNDP, 2025; WEF, 2023).

Taken together, this rationale positions climate skills and cultural relations as mutually reinforcing pillars of a just and inclusive transition – one in which young people are not merely prepared for green jobs, but empowered to shape the social, economic and cultural pathways of the transition itself.

Substantively, the research focuses on the enabling conditions for inclusive green skills and green jobs, with a specific lens on agriculture, energy, and manufacturing as sectors where decarbonisation pressures and livelihood opportunities intersect. The study also intentionally centres inclusion – asking not only what green skills are needed, but who is currently excluded, why, and which delivery models and institutional mechanisms can widen access in practice.

2 Methodology

This study sits within the Climate Connection Hive, a combined research and campaign initiative commissioned by the British Council and delivered by The Green Box. The Hive is designed to generate actionable evidence on how young people can access and thrive in green opportunities, and to translate that evidence into advocacy, partnerships, and programming momentum aligned with the COP cycle.

A defining feature of the Hive methodology is its commitment to youth participation across the research cycle, anchored in the principle that young people should not only be 'respondents' but also co-creators and contributors to research design, data collection, and validation. Youth participation was supported through two main mechanisms: first, structured research governance and advisory inputs through an Expert Research Advisory Group (RAG); and second, the engagement of youth researchers and youth networks through compensated roles supporting survey dissemination, participant outreach, co-facilitation, documentation, and validation of outputs. Together, these mechanisms ensured the study's youth-led dimension operated at multiple levels: shaping questions, widening recruitment reach, enabling youth-friendly data collection, and strengthening interpretation of findings through lived experience.

A unique study design: a mixed-methods, cross-country deep dive

To capture both scale and depth, the study used a mixed-methods design, combining quantitative and qualitative approaches, and integrating multi-stakeholder perspectives. The overall logic was straightforward:

- the survey established broad patterns in perceived skills needs, barriers, and inclusion conditions;
- youth diaries captured lived experience and narrative nuance that structured tools often miss;
- key informant interviews provided grounded insight into systems, institutions, and labour-market realities; and
- innovation launchpads created a structured space for multi-stakeholder sense-making and solution co-creation, explicitly connected to COP advocacy outputs.

In total, the research engaged over 350 participants across the five focus countries and beyond, comprising 234 survey respondents, 72 key informant interviewees (33 female, 39 male), 12 youth diary contributors, 12 Hive Researchers conducting country-level and global deep dives, and participants in two global Innovation Launchpad roundtable sessions. This breadth of engagement ensures that the findings reflect a wide range of perspectives, from youth lived experience to institutional and labour-market realities, and that quantitative patterns are grounded in qualitative depth across diverse contexts.

Quantitative component: a global youth survey on green skills and opportunity pathways

Survey purpose and analytical focus

The survey was designed to provide a structured snapshot of how young people perceive:

- the importance of green skills to their futures,
- barriers to accessing training and green jobs,
- inclusion risks (who is most likely to be left behind),
- support mechanisms youth identify as enabling (e.g., mentorship, financial support, local training access), and
- perceived opportunity areas across sectors.

The survey collected responses from 234 young people across five countries. While modest in scale, this sample was designed to be indicative rather than nationally representative. Its purpose is to map patterns of perception, identify priority themes, and generate hypotheses – not to produce generalisable prevalence estimates.

The quantitative analysis underpinning this report is presented primarily through frequencies (n) and percentages (%), allowing consistent comparison across themes and countries. The survey results reported throughout the findings chapter (e.g., counts such as 211 respondents reporting green skills are important/very important) illustrate the dataset's descriptive structure and how survey outputs were used to anchor qualitative interpretation.

The survey findings carry their primary interpretive weight when read alongside the qualitative strands: 70+ stakeholder interviews, youth-led diary entries, and participatory launchpad sessions spanning the same five countries. This mixed-methods design is deliberate. Quantitative patterns point to where barriers concentrate; qualitative accounts explain why they persist and how they are experienced.

Where the report presents survey statistics, it does so to illustrate the direction and relative weight of findings, not to claim precision. Readers are encouraged to read quantitative and qualitative findings together, as the report intends.

Recruitment approach and inclusion intent

In line with the Hive's inclusion orientation, the research governance documentation emphasised dissemination via youth networks and outreach channels, with an explicit intent to reach rural and marginalised youth through partners and community-linked actors.

Multilingual design

To reduce the risk of over-representing English-speaking respondents and to improve accessibility, the research model built in a multilingual strategy. The governance plan explicitly assigns responsibility for translating and localising the survey into relevant languages as part of the dissemination process.

Qualitative component 1: Youth diaries as participatory lived-experience evidence

Youth diaries were used as an intentionally **personal and creative method**, designed to surface the 'how it feels' and 'how it works' of green pathways – capturing informal learning journeys, community context, barriers encountered in real time, and reflections on agency, wellbeing, and belonging.

How the diary method worked in practice

The diary guidance provided participants with flexible submission options and clear safety and ethics expectations. Participants could submit:

- a **written entry** (guidance suggests approximately 350–500 words),
- a **voice note** (short audio reflection), or
- a **video entry** – with the emphasis placed on authentic reflection rather than production quality.

The same guidance emphasised that diary contributors could write in any language they felt comfortable using, and it encouraged participants to protect privacy by using a pseudonym and avoiding identifying personal details.

Safeguarding-sensitive design

Because diaries can involve personal experience (including sensitive topics), the diary method was positioned within a wider safeguarding framework (detailed below). Practical safeguards included clear guidance on anonymity, structured prompts to avoid risk exposure, and secure submission practices.

Qualitative component 2: Key informant interviews in five focus countries

Purpose and respondent profile

Key informant interviews were used to explore institutional and labour-market realities that shape youth opportunity pathways, including:

- education and training ecosystem design,
- employer expectations and sector readiness,
- policy ambition versus implementation constraints,
- delivery challenges in rural and marginalised contexts, and
- how intersectionality (gender, disability, ethnicity, geography, poverty) shapes access.

The broader Hive research design – across its staged plan – explicitly anticipated multi-stakeholder qualitative engagement including youth leaders, educators, NGOs, and private sector actors, with deliberate attention to inclusion.

Language and accessibility

To strengthen inclusion and reduce language barriers, the design emphasised localised delivery and culturally sensitive engagement. The campaign plan also frames participatory methods as a way to increase authenticity and reduce extractive dynamics in qualitative engagement.

Qualitative component 3: Innovation Launchpads as solution co-creation and validation

Role in the research cycle

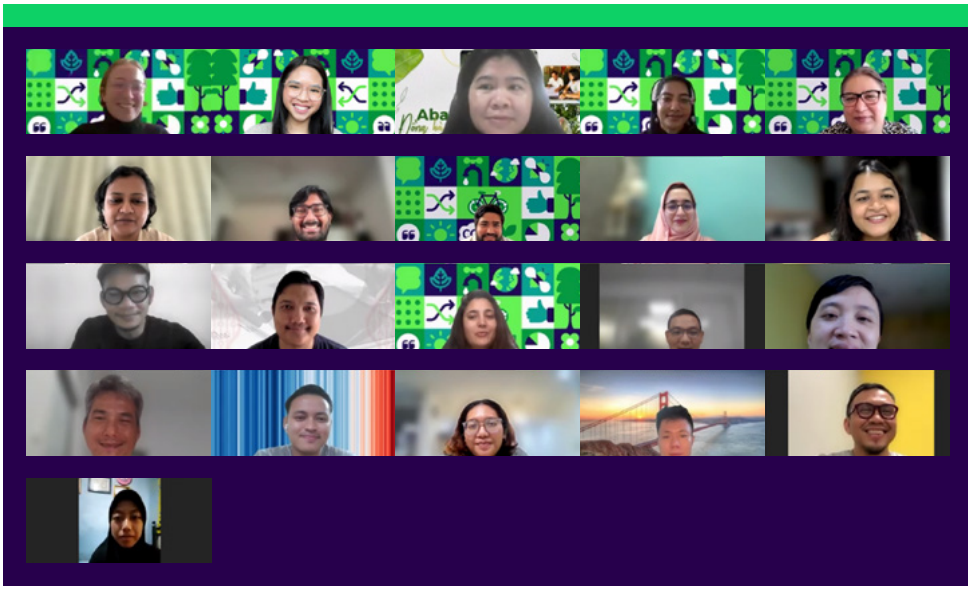
The innovation launchpads were designed as structured multi-stakeholder roundtables that moved beyond diagnosis into solution-building, while also functioning as a mechanism for validating and sharpening early insights from other data sources. Outputs were explicitly intended to feed into COP-facing advocacy inputs and reporting.

Format, timing, and multilingual participation supports

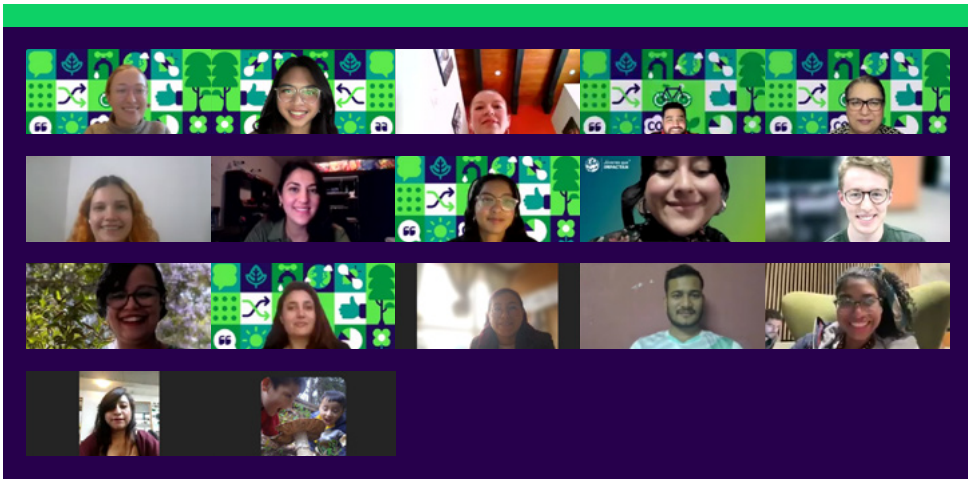
Two global roundtables were convened:

- an Asia – Pacific-friendly session (9 October 2025), and
- an Americas – Europe-friendly session (10 October 2025).

Asia – Pacific roundtable



Americas – Europe roundtable



Ethics, safeguarding, and digital safety

Ethical foundations and youth participation rights

The research ethics and safeguarding policy frames youth participation as a right and positions safeguarding not as a procedural add-on, but as an enabling condition for meaningful participation. The policy explicitly references the importance of young people being heard and taken seriously (including a framing aligned to Article 12 of the UN Convention on the Rights of the Child, as reflected in the policy text), reinforcing that participation must be safe, inclusive, and non-tokenistic.

Safeguarding roles, responsibilities, and escalation pathways

Safeguarding responsibilities were formalised through role definitions for a Research Ethics and Safeguarding Lead. The TORs emphasised safeguarding oversight across the research cycle, including mitigation planning, responding to concerns, and ensuring appropriate protocols are used for youth-facing engagement.

Digital risk management for fully online data collection

All engagement in this study was conducted online, requiring explicit attention to digital safety. A dedicated digital risk assessment sets out risk controls for remote engagement, including expectations around platforms, privacy, conduct, and researcher responsibilities. For example, it documents the intent to reduce risk through clear safeguarding expectations, monitoring of participant conduct, and the use of agreed virtual participation protocols.

Consent, anonymity, and data protection

The safeguarding policy sets out core protections including informed participation, minimisation of harm, confidentiality practices, and expectations for secure handling of youth-generated content.

Across methods, anonymity and privacy were built into both guidance and practice. For diaries in particular, participants were explicitly encouraged to use pseudonyms and avoid including identifying details, reinforcing confidentiality at the point of submission.

Data management, translation, and analysis strategy

Preparing data for analysis: transcription and translation

Given the multi-country and multilingual nature of the study, translation was not treated as a back-end technical step, but as part of the inclusion strategy. The governance documentation explicitly anticipates survey localisation, and the launchpads model includes multilingual briefing and interpretation measures – reflecting an overall approach that aims to reduce linguistic exclusion across the research cycle.

Quantitative analysis

Quantitative analysis was conducted through descriptive summarisation (n and %), with results used to identify dominant barriers and priorities that could then be explored and explained through qualitative evidence. The survey statistics reported throughout the findings chapter (e.g., high reported importance of green skills, frequently cited access barriers) illustrate how this descriptive approach structured the evidence base for cross-theme interpretation.

Qualitative thematic analysis and triangulation across methods

Qualitative analysis was conducted using thematic analysis across youth diaries, interviews, and launchpad discussions, and then integrated with survey patterns to identify convergence, divergence, and context-specific nuance. The campaign framing also anticipates systematic thematic coding of qualitative data to surface cross-cutting patterns and actionable insights (as part of the wider Hive research-to-action cycle).

Triangulation was operationalised in two ways:

1. Cross-method triangulation, checking whether the same barriers/opportunities emerged across survey trends, diary narratives, interview evidence, and launchpad co-creation; and
2. Cross-stakeholder triangulation, comparing youth experiences with the perspectives of educators, policymakers, employers, and civil society actors to distinguish individual constraints from structural conditions.

Validation was strengthened through the Hive's participatory architecture: the RAG structure emphasised reviewing tools and validating insights at key milestones, while innovation launchpads functioned as structured sense-making spaces that tested emerging findings against multi-stakeholder reality.

Methodological considerations and limitations

Several methodological considerations shaped interpretation of results.

First, because the study was conducted online, participation required some level of digital access and connectivity. The research design therefore relied heavily on multilingual practices and youth network dissemination to mitigate exclusion risks linked to language and visibility.

Second, as with many global online surveys, the sample reflects self-selection dynamics: respondents who are already connected to climate, education, or youth networks may be more likely to participate. For that reason, the qualitative components – especially youth diaries and stakeholder interviews – were essential in surfacing barriers faced by youth who are not already positioned within 'green' ecosystems.

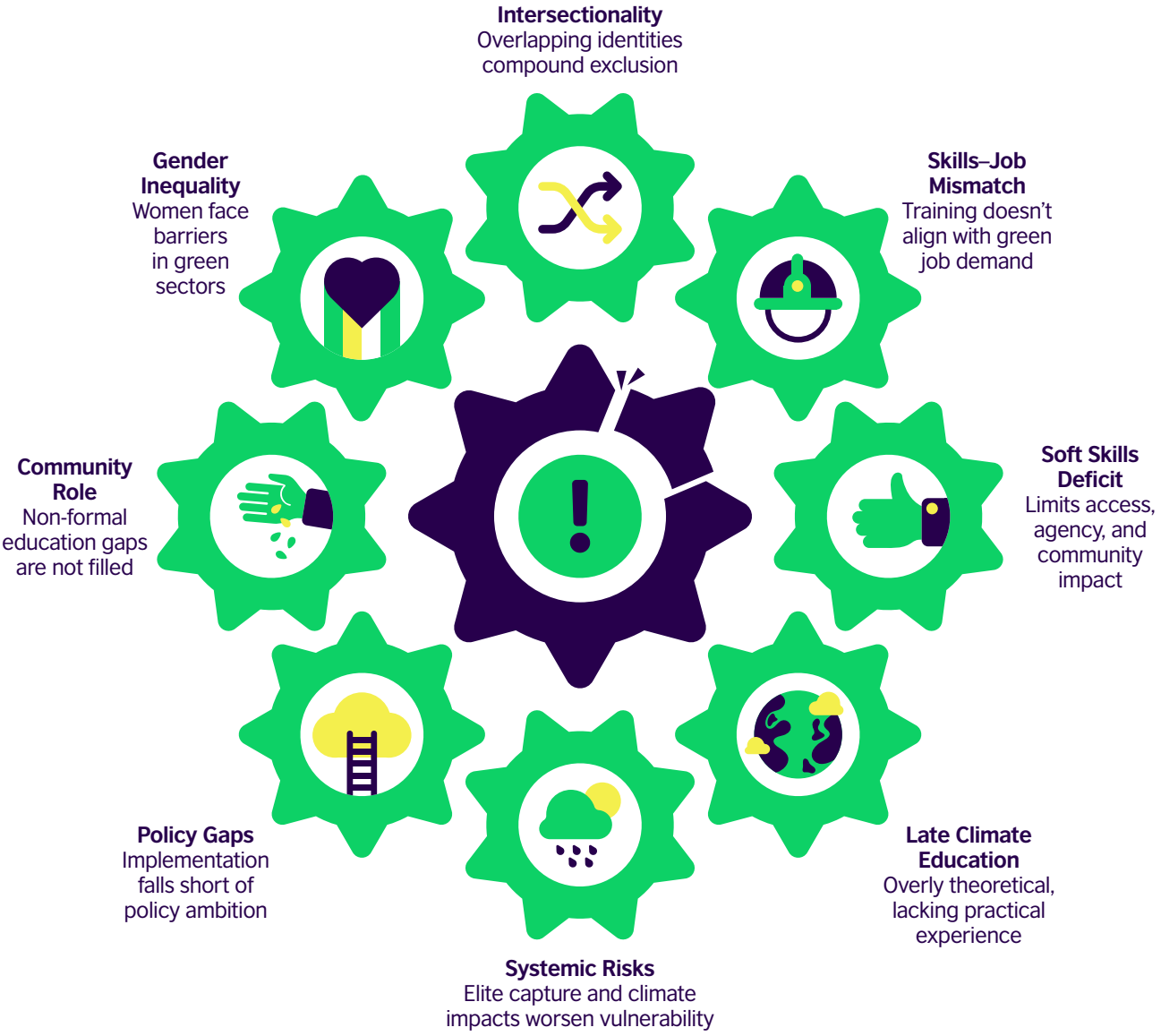
Finally, the study's emphasis on ethical and safe participation meant that safeguarding and anonymity protocols were applied consistently; while necessary, this can limit the level of granular contextual detail that can be published about individuals and specific locations. This is a deliberate trade-off to protect participants and uphold the study's safeguarding commitments.

3 Key Findings

The eight themes presented in this chapter collectively describe how young people experience the green transition not as a single skills challenge, but as a connected pathway problem shaped by education systems, labour markets, social norms, and institutional design. Across the five countries, the evidence shows that while interest in green skills is high, access to opportunities depends on whether learning is timely and practical (Theme 1), whether young people can build the human skills and relationships needed to navigate complex systems (Theme 2), and whether local economies are able to absorb trained youth into credible green roles (Theme 3). These pathway constraints are not evenly distributed. They intersect with structural inequalities linked to geography, income, disability, ethnicity and language (Theme 4), and are further intensified by persistent gendered barriers across education, work and leadership (Theme 5).

At the same time, the findings highlight where inclusion is already happening – and why. Community-based learning, non-formal education and youth networks often function as the de facto delivery system where formal institutions fall short (Theme 6), yet their impact is limited by policy fragmentation, weak coordination and under-resourced implementation (Theme 7). Finally, the analysis surfaces a set of systemic risks – gatekeeping of green opportunities, unpaid entry pathways, information gaps, out-migration and climate anxiety – that threaten to entrench inequality if not addressed early in transition planning (Theme 8). Taken together, these themes show that achieving a just transition for youth requires moving beyond isolated interventions towards end-to-end, locally anchored pathways that connect skills development to decent work, participation and agency (Figure 2).

Figure 2. Key themes emerging from the analysis



Theme 1: Importance of Climate Education and Skills for an Inclusive Transition

Climate education as the foundation of a just and inclusive transition

Across all five countries, climate education is consistently framed as the foundational enabler of a just and inclusive green transition. This is strongly reflected in the quantitative survey: 211 out of 234 respondents (90.1%) reported that green skills are *important* or *very important* for their future livelihoods. However, this high level of recognition contrasts sharply with youth perceptions of how well existing systems support skill development. 107 respondents (45.5%) reported that current education pathways are *not aligned with industry needs*, while 130 respondents (55.3%) identified *limited access to relevant training programmes* as a key barrier to pursuing green opportunities.

Challenges are not marginal but systemic. A large majority – 162 respondents (69.0%) – reported facing difficulties accessing green jobs or training opportunities. These challenges are shaped by multiple, intersecting constraints, including affordability (124 respondents; 52.8%), limited access to information about green careers (148 respondents; 63.0%), and the lack of locally available training options (119 respondents; 50.6%). A significant proportion also highlighted the need for improved digital learning tools and platforms (91 respondents; 38.7%), indicating both demand for and gaps in remote or flexible learning delivery (Figure 3). Women slightly more likely to select local jobs scarce, training access, and finance as top barriers. This shows that gender gap is not about motivation (as importance is universal) – it's about barrier intensity and visibility of inclusion (few women perceive programmes as inclusive).

Figure 3. Key challenges identified by survey respondents

Qualitative evidence from youth diaries, innovation launchpads, and in-depth interviews deepens this picture. Young people across contexts do not question the importance of climate education; rather, they question its *design*. Education that is delayed, abstract, or disconnected from labour-market realities is experienced as exclusionary – particularly by marginalised youth who cannot afford prolonged periods of uncertainty or unpaid learning.

Climate education starts too late and remains overly theoretical

A dominant cross-country concern is that climate education is introduced too late in formal learning pathways and delivered in overly theoretical ways. Vietnamese educators and youth described climate education as abstract and insufficiently contextualised. A youth diary wrote about how lessons focused on gases, models, and graphs create distance from lived experience: *"If only focused on models and numbers, there would certainly be a gap"* (Viet Nam youth diary – youth researcher). A similar reflection echoed by one educator who felt that generally training content is *"too broad and too complicated for them to understand"* (Educator, Viet Nam).

In Brazil, educators described the absence of systematic environmental preparation during secondary education. One noted that *"there is no organised, systematic work to train these young people"* and that education systems remain *"in the 19th century"* when it comes to preparing youth for contemporary socio-environmental challenges (Educator, Brazil). Another emphasised that meaningful climate education is often contingent on proximity to rural contexts or social movements, observing that *"unless a school is connected to a rural area or to social movements... they don't get this social and environmental education"* (Educator, Brazil).

In India, climate and environmental education is structurally marginalised within the curriculum. One educator explained that *"environmental education... is not a graded subject in the curriculum"* (Educator, India), signalling its low institutional priority. Youth respondents reinforced this critique, highlighting the dominance of theory over understanding: *"I think that climate education should be not about theory. It should be more practical... They don't know what climate change is"* (Youth, India).

In Mexico, environmental topics are frequently framed as secondary or optional. One educator described how climate issues are treated as *"filler"* rather than core learning (Educator, Mexico). Youth accounts illustrate the consequences of this marginalisation. A veterinary science graduate reflected that during their degree, climate impacts were never meaningfully questioned: *"In my first degree... this topic was never really discussed... 'In what way could what we're doing affect the environment?'"* (Youth, Mexico).

In Indonesia, stakeholders pointed to a clear implementation gap. While climate content may exist in policy frameworks, one educator noted that *"the curriculum is still largely knowledge-based... the gap is still huge between the ideal and its implementation"* (Educator, Indonesia). This challenge extends to vocational education, where institutions *"still rely on conventional materials, which are not fully relevant to the green industry"* (Sector expert, Indonesia).

The innovation launchpads discussion synthesised these concerns, highlighting that climate education *"starts too late and lacks practice"* and that many young people do not see formal education preparing them *"for a green career"* (Researcher, Green Box).

Young people across contexts do not question the importance of climate education; rather, they question its design.

Gaps in experiential and practical learning

The absence of experiential and applied learning opportunities emerges as a critical barrier across countries. Youth repeatedly describe a disconnect between learning and application. A youth diary from Mexico captures this transition starkly: *"When leaving the university I hit a wall with 'And now how do I apply this?'"* (Mexico youth diary – Earth Sciences student).

In Brazil, this gap is framed as a failure of knowledge translation. One NGO representative explained that academia struggles to move beyond producing reports and studies, emphasising that *"the big key is getting that knowledge out there"* and into practical contexts (NGO/CSO representative, Brazil).

Vietnamese educators similarly described training that is technical but disconnected from everyday realities, noting that it *"lacks the familiarity... [and] the realised context"* (Educator, Viet Nam). In India, the demand for applied learning is explicit, with a sector expert stressing the importance of *"hands on training... not just in theory"* (Sector expert, India). In Indonesia, practical learning is further constrained by material limitations, as many centres *"lack modern equipment to provide practical training in renewable energy"* (Sector expert, Indonesia).

Quantitatively, this experiential gap aligns with the finding that 130 respondents (55.3%) cited limited access to relevant training programmes, indicating that opportunities to translate learning into practice remain uneven and insufficient.

The innovation launchpads discussion reinforced this need for applied pathways, asking how young people can *"get our hands dirty"* and stressing that any certification *"needs to be coupled with practical experience"* (Researcher, Green Box).

Formal and informal learning pathways

Where formal education systems fail to provide accessible or relevant climate learning, informal pathways become central. Across countries, youth describe developing climate-related skills through self-learning, work experience, and community engagement. In India, one youth reflected: *"Most of my skilling happened through means of self-learning... I learned most of the things while I was on the job"* (Youth, India).

Brazilian evidence shows that meaningful climate education often emerges through proximity to rural livelihoods or social movements rather than mainstream schooling. In Viet Nam, youth diaries highlight how learning becomes more accessible when it emphasises communication and collective empowerment rather than purely technical content: *"It is not just technical, but the ability to communicate, connect and empower each other"* (Viet Nam youth diary – researcher).

However, innovation launchpad participants caution that informal learning pathways are unevenly accessible. Young people may possess community-based knowledge, but are often *"time poor and resource poor"*, limiting their ability to translate learning into recognised credentials or paid work (Researcher, Green Box).

Climate literacy gaps and unequal access to trusted information

Rather than misinformation alone, participants emphasise the absence of foundational climate literacy and trusted guidance. In India, youth describe peers who *"don't know what is climate change and... what is going around them"* (Youth, India). In Mexico, graduates recount never being asked to reflect on environmental impacts within their disciplines. In Viet Nam, youth diaries warn that abstract teaching creates comprehension gaps that undermine engagement.

These qualitative insights align with survey findings: 148 respondents (63.0%) explicitly requested better information on green jobs, indicating widespread uncertainty about career pathways, required skills, and entry points. The key point is that information access is uneven – those in urban areas with internet have a world of information at their fingertips, whereas some rural youth said they only hear about climate issues if it's on the radio or via an NGO doing outreach. To create an inclusive transition, information about climate change and green opportunities must be disseminated widely, in local languages, and through trusted channels (schools, community centres, radio, social media, etc.).

Women and girls face compounded information barriers that go beyond the general scarcity of green skills information. Qualitative evidence across the five countries shows that cultural and structural constraints further limit women's exposure to and engagement with what information is available. In Mexico, early marriage and family-controlled decision-making can cut girls off from education and information pathways before they reach working age. In Indonesia, assumptions that administrative roles should be handled by women channel young women away from technical green tracks, limiting their awareness of technical career opportunities. Survey data reinforces this pattern: women respondents were slightly more likely to select training access and limited information as significant barriers, indicating that the information gap is not gender-neutral but is experienced more acutely by women whose mobility, networks, and access to formal channels are already constrained by gendered norms.

Equity-focused education and structural exclusion

Equity considerations cut across all dimensions of this theme. Rural youth, ethnic minorities, and low-income groups face compounded barriers linked to connectivity, geography, and cost. Rural locations impact equity in concrete and measurable ways: training centres, vocational institutions, and universities are concentrated in urban areas, meaning rural youth must travel long distances or relocate to access learning, at costs many cannot afford. Internet connectivity remains patchy or absent in many rural regions, cutting off access to digital learning platforms, online job postings, and career guidance. Local labour markets in rural areas are typically narrower, with fewer employers operating in green sectors and fewer entry-level positions available. Public services, including career counselling, mentorship networks, and financial support mechanisms, are also scarcer in rural settings. The result is that rural youth face not a single barrier but a compounding chain: limited information leads to limited awareness, which narrows aspirations, which reduces take-up of the few opportunities that do exist. In Mexico, one youth asked: *"How are you going to find out about a call for applications if where you live there's no internet and you don't have a computer?"* (Youth, Mexico).

"I did not learn about climate change only through books or classrooms – it revealed itself in the environment and community around me"

Youth Diary, Viet Nam

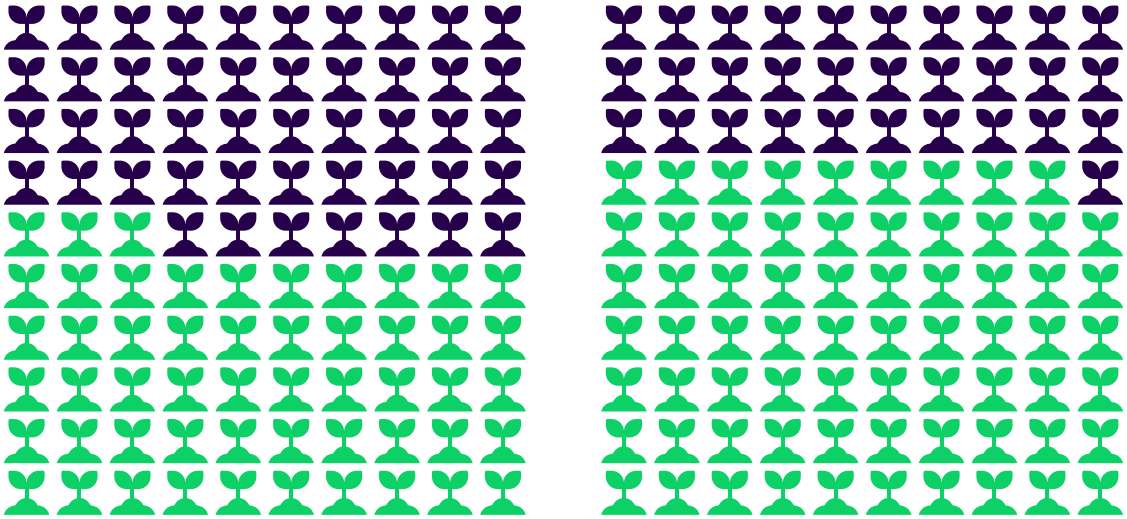
In India, access to information and opportunity is described as spatially concentrated: *"Only when I came to Delhi, I got to know more... getting access to that information is very crucial"* (Youth, India). In Indonesia, marginalised groups are described as being *"far from the internet, far from central information sources"* (NGO/CSO representative, Indonesia), while remote communities face exclusion even before training begins.

Brazilian youth emphasise how access is filtered through privilege, language, and networks, with opportunities *"restricted to those who can pay, speak fluent English, or have a network of privilege"* (Youth, Brazil). Vietnamese youth highlight the exclusion of ethnic minority communities who are highly exposed to climate impacts but face additional barriers to learning.

These narratives closely align with the quantitative evidence: 124 respondents (52.8%) cited lack of financial resources as a barrier, and 162 respondents (69.0%) reported overall difficulty accessing green opportunities (Figure 4).

Figure 4. Barriers to green opportunities

Financial resources and overall access are significant barriers to green opportunities.



52.8%

Respondents Citing Lack of Financial Resources
124 respondents identified financial resources as a barrier

69%

Respondents Reporting Overall Difficulty Accessing Green Opportunities
162 respondents reported difficulty accessing green opportunities

For women, gender biases, stereotypes, lack of role models, limited professional networks, unsupportive workplaces, and burdens at household level add layers that hinder participation in green sectors (UNICEF, 2025). Addressing these requires targeted approaches: encouraging girls in STEM (through initiatives like coding camps, green skills clubs in school), providing scholarships for women in green training, mentorship programs linking women professionals with young women, enforcing anti-harassment and equal opportunity policies in workplaces, and social campaigns to shift norms about gender roles.

Youth Diary – Lived experience to action

From the Mekong Delta to climate action: learning through community, then building a youth-led project

A Vietnam-based youth diarist describes how climate learning began long before formal education – through everyday exposure in the Mekong Delta – before later being strengthened through school science and then translated into action via a youth programme. The deep dive shows how family and community observations shape early climate literacy, while non-formal youth programmes create the bridge from awareness to practical action and peer mobilisation.

Key reflections capture how climate change became "real" through lived experience: "I did not learn about climate change only through books or classrooms – it revealed itself in the environment and community around me." The diarist links early awareness to observed impacts: "These daily exposure and experiences were my first lessons, long before I learned the scientific term 'climate change.'" School later provides vocabulary and framing: "All at once, the droughts and floods I had experienced at home were connected to a worldwide issue." The turning point is when non-formal learning becomes a pathway: the diarist describes proposing and implementing a climate education initiative and learning "how to turn awareness into action, how to work as a team, and how to inspire my peers to care about climate change."

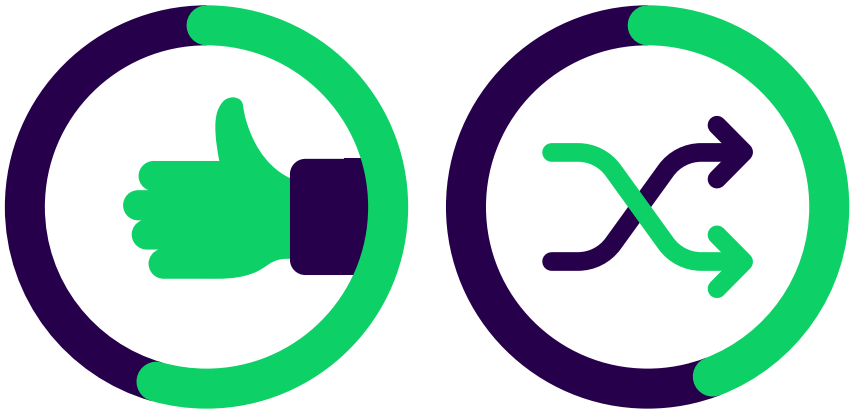
Theme 2: Human Skills as Enabling Capabilities for Marginalised Youth

Human skills as enabling capabilities for access, agency, and inclusion

Across the five countries – and reinforced by cross-country innovation launchpads – human skills are consistently framed as the enabling capabilities that allow young people to translate climate awareness and technical knowledge into participation, credibility, and livelihoods. While technical competencies are recognised as essential, youth and stakeholders repeatedly emphasise that without communication, leadership, adaptability, and relationship-building skills, marginalised youth remain excluded from opportunities, decision-making spaces, and funding pathways.

This emphasis is visible in the quantitative survey, where support mechanisms closely associated with human skills development are among the most frequently requested. 128 respondents (54.5%) identified a need for mentorship, while 104 respondents (44.3%) requested networking support, signalling that young people see guidance, confidence-building, and access to relationships as central to their ability to enter and navigate green pathways (Figure 5). Women and especially young women might find it hard to break into these networks that often share job leads or mentorship. Lack of female role models and mentors in green sectors is a big gap. The survey recognized this through wanting mentorship and through citing lack of inclusion – implying women don't always have someone to guide them in these fields.

Figure 5. Support mechanisms for young people



54.5%

Respondents Need Mentorship
128 respondents identified a need for mentorship

44.3%

Respondents Request Networking Support
104 respondents requested networking support

Qualitative evidence explains why. Across contexts, human skills are not treated as secondary or 'personal development' add-ons; rather, they are described as the means through which youth build trust, mobilise communities, collaborate across power asymmetries, and persist in uncertain and resource-constrained environments.

Communication and storytelling for trust-building

Communication emerges across all datasets as the most critical interpersonal skill for inclusive climate action. Youth repeatedly emphasise that climate work requires the ability to translate complex ideas into accessible narratives, negotiate across institutions, and build trust with communities, funders, and decision-makers.

In Indonesia, a youth participant directly linked communication to navigating unequal power relations: *"I think the most important soft skill... is the ability to communicate to beneficiaries and to donors"* (Youth, Indonesia). Another highlighted the significance of simplification and clarity in communicating: *"Figuring out how to deliver material in something digestible is also very important"* (Youth, Indonesia).

In India, communication is framed as a decisive professional capability in climate work. One youth noted, *"The ability to convince or communicate your work with the general population, I would rate it at a very higher category"* (Youth, India), while an employer perspective reinforced this hierarchy: *"...#2 is communication"* (Private Sector Leader, India).

Mexico's interviews similarly frame communication as foundational. An educator explained a deliberate reframing of curricula: *"We've changed the name a bit and now call them essential skills... from communication, from listening"* (Educator, Mexico). A youth participant connected communication directly to agency and mobilisation: *"With my words, [I] convince people of my ideas"* (Youth, Mexico).

In Viet Nam and Brazil, communication is linked to inspiration and public engagement. A Vietnamese youth described interpersonal skills as the ability to motivate collective action: *"Soft skills is about how we can convince the community... inspire others to try with our passions"* (Youth, Viet Nam). In Brazil, youth highlighted the social demands of climate work, noting the need for confidence and presence: *"Communication... and knowing how to communicate and having a strong 'social battery'"* (Youth, Brazil).

Youth diaries add further depth, showing how storytelling reshapes participation. One Viet Nam diary reflected that when youth were invited to share experiences, *"the atmosphere became lively, everyone felt their voice had value"* (Viet Nam youth diary).

Leadership and initiative in community action

Leadership is rarely described as formal authority; instead, it is framed as initiative, confidence, and the willingness to step forward in uncertain contexts. In the innovation launchpads, leadership is explicitly connected to cultural change and collective momentum: *"It is fundamentally important that we talk about technical skills, because we also need to change that culture"* (Youth speaker, Brazil).

In India, youth describe leadership as persistence and internal drive. One participant emphasised determination: *"We need people who are driven... what sort of determination is required in people"* (Youth, India). Another framed leadership as emotional steadiness: *"I find definition of stability in whatever I do"* (Youth, India).

Brazilian youth link leadership to active ownership of space and voice, particularly in professional or civic settings: *"That active engagement – being able to be in a space and making that space your own"* (Youth, Brazil).

Across contexts, leadership is thus not about hierarchy but about agency – an especially critical capability for marginalised youth who must often create opportunities rather than inherit them.

Women's leadership in climate decision-making is **emerging but not yet equal**. A UNICEF mapping found wide disparities in how countries integrate gender in policies (UNICEF, 2025)–implying women's leadership is not systematically ensured. While there are emerging female figures showing grassroots leadership, but overall decision-making bodies – from local natural resource committees to national climate councils – tend to be male-dominated. One diary participant wrote that in her country's agriculture sector, most farmers are men, but in her family 'my mother is the main farmer,' proving women's capability in a traditionally male domain (Youth, Mexico). She noted that her mother's situation was rare, but over the last decade she has seen barriers slowly falling for women in farming. Women taking on leadership roles – for example, in a local farm cooperative – gained voice and decision-making power in the community's economic and environmental initiatives. This challenges gender norms by showing women excelling in areas once reserved for men, and it benefits the community by diversifying who has influence. *"When women lead, it matters,"* was a resonant theme in one diary, reflecting admiration for female changemakers who persist despite the odds (Youth, Ireland).

"Young people see guidance, confidence-building, and access to networks as central to their ability to enter and navigate green pathways."

Empathy, active listening, and cultural sensitivity

Empathy and listening are repeatedly described as essential for inclusive climate action, particularly when working across differences in class, geography, culture, and lived experience. In India, an educator framed empathy as a reflective practice: *"Trying to understand what we are as individuals and then see what someone else might be feeling or facing"* (Educator, India).

In Mexico, youth explicitly include empathy within professional competence rather than treating it as separate from 'skills': *"Effective and assertive communication. Empathy..."* (Youth, Mexico). This aligns with educators' emphasis on listening as a core "essential skill".

Youth diaries reinforce this relational dimension. A Mexico diary reflection noted that effective collaboration depended on trust and mutual understanding: *"An empathetic and collaborative working group was consolidated"* (Mexico youth diary).

Teamwork and collaboration in multi-stakeholder contexts

Across countries, human skills are tightly linked to the ability to operate in multi-stakeholder environments involving communities, civil society, government, and the private sector. In Brazil, a private sector leader described teamwork as a permanent professional requirement: *"The ability to work in a team, to engage, motivate, and challenge – that's permanent, it's inherent"* (Private Sector Leader, Brazil).

In India, youth emphasised stakeholder engagement as a practical necessity: *"The ability to talk with different kinds of stakeholders becomes important"* (Youth, India). Another highlighted the complexity of managing diversity: *"Handling a diverse group of people... understanding what the person in front of you is telling you"* (Youth, India).

Indonesia's interviews echo this framing, describing interpersonal skills as the medium through which collaboration becomes possible: *"Soft skills are really important, because they serve as a medium to collaborate with others"* (Youth, Indonesia).

These accounts underline that green transitions are not individual technical projects but collective processes that require coordination, negotiation, and shared problem-solving.

Problem-solving and critical thinking in complex settings

Critical thinking and problem-solving are consistently identified as essential for navigating uncertainty and translating ideas into action. In Viet Nam, a youth participant stated plainly: *"Critical thinking and problem solving is something very important in formal education"* (Youth, Viet Nam).

The innovation launchpads reinforced this emphasis. Mexican speakers highlighted decision-making confidence: *"Decision making... ensuring they feel secure when taking that decision"*, while another stressed continual questioning: *"Critical thinking. One must always be in constant revolution"* (Speakers, Mexico).

In Brazil, educators linked problem-solving to research literacy and systems understanding: *"Working with problem-solving and knowing how to do research is necessary for you to build that entire skill set"* (Educator, Brazil).

Mexico's sector experts connected critical thinking to youth-led innovation, noting that young people are often *"disruptive... [and able to] translate it into something real"* (Sector/Technical Expert, Mexico).

Adaptability, resilience, and a learning mindset

Resilience and adaptability appear throughout the data as the capacities that allow youth to persist despite structural barriers, funding uncertainty, and repeated setbacks. In Mexico, resilience is framed as foundational to entrepreneurship: *"Without a doubt, resilience. The ups and downs of entrepreneurship require you to keep pushing forward"* (Sector/Technical Expert, Mexico).

Indonesia's educators emphasise adaptability as both mindset and strategy: *"We try to develop the ability to adapt and endure challenges"* (Educator, Indonesia), while another stressed contingency planning: *"Adaptability is also crucial... plan A, plan B, and so on"* (Educator, Indonesia).

Brazilian youth describe adaptability as continuous learning and role-shifting: *"The very ability to learn and to perform... requires you to take on many different roles"* (Youth, Brazil).

Youth diaries provide lived examples of resilience. One Viet Nam diary recounts adapting fieldwork plans during flooding, *"even borrowing small boats from people to approach households"* (Viet Nam youth diary).

Networking, relationship-building, and mentorship as inclusion pathways

Networks and mentorship are repeatedly described as gateways to opportunity – and as sites of exclusion when access is uneven. Qualitative data explains why these supports matter. In Viet Nam, networks are described as learning accelerators: *"Networks... that's very important because when we know more people, the more knowledge you will get"* (Sector/Technical Expert, Viet Nam). In Brazil, youth recognised the lack of clarity and direction as a familiar challenge that many young people faced. Networking is one of the ways to overcome this barrier: *"Be curious. Don't wait for things to come to you. Form good partnerships and find mentors"* (Youth, Brazil). Mexico's youth narratives show how opportunities often emerge through informal connections. One reflected, *"If I hadn't invited them to share that Uber with me... none of those things would have happened. I travelled, I met people"* (Youth, Mexico), while another framed networking strategically as *"learning to negotiate, to build alliances, and to strengthen them"* (Youth, Mexico). Indonesia's youth similarly emphasised the importance of connection: "It's not just about curiosity... it's about connecting with people who are also working in the field" (Youth, Indonesia).

The diary entries showcased admiration for the women who lead and mentor others. They urge creating safe, supportive spaces for young women in environmental training and jobs (such as, through mentorship programs and networks of female professionals), actively encouraging young men to engage in sustainability without stigma, and showcasing female role models in green sectors to inspire peers. Young people believe these are the pathways towards climate solutions that are not only more inclusive but also effective.

"The ability to work in a team, to engage, motivate, and challenge – that's permanent, it's inherent"

Private Sector Leader, Brazil

Entrepreneurial and systems-thinking capabilities

Finally, human skills are consistently linked to entrepreneurship and systems thinking – the ability to see interconnections, identify leverage points, and build solutions that are socially embedded and scalable. In the launchpads discussion, systems thinking was framed as cross-sectoral connectivity: *"Systemic thinking... involving all parts – companies, education... we interlink to be able to build new things"* (Speaker, Mexico).

Indonesia's youth echoed this framing: *"The ability to think systemically... that's a mental model... that's where our blind spots usually lie"* (Youth, Indonesia).

Entrepreneurship is also described as purpose-driven rather than purely commercial. An Indonesian educator reflected on supporting youth to create work with social value: *"Work that is not just an expression... but a contribution to create a better life"* (Educator, Indonesia).

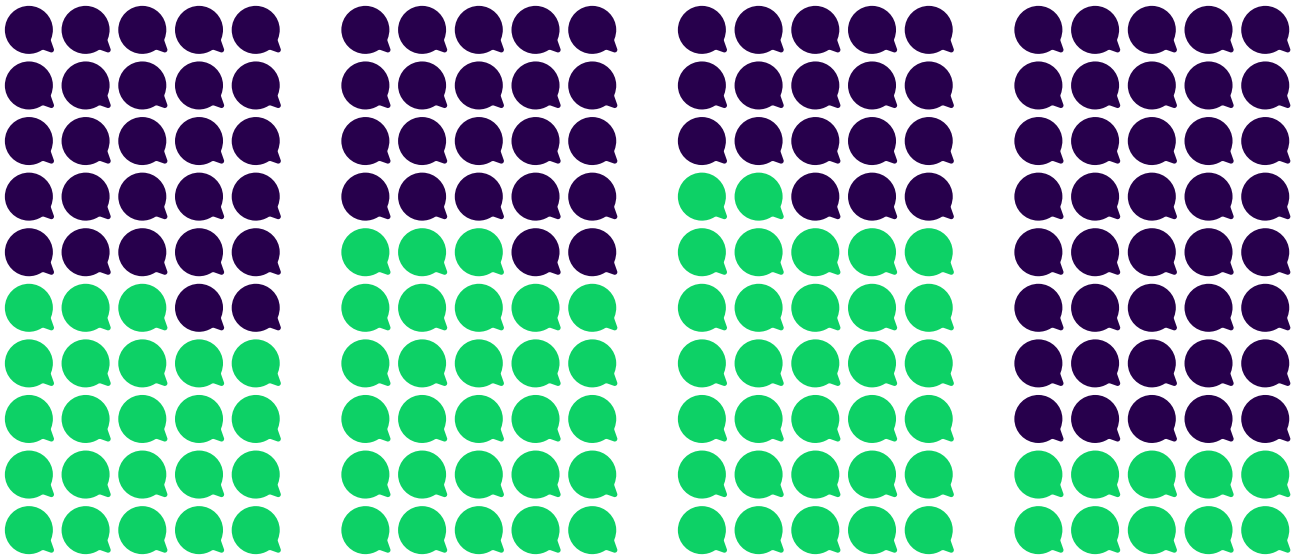
Across contexts, human skills are not treated as secondary or ""personal development"" add-ons; rather, they are described as the means through which youth build trust, mobilise communities, collaborate across power asymmetries, and persist in uncertain and resource-constrained environments.

Theme 3: Skills Gaps and Emerging Green Opportunities

A widening mismatch between training and real job demand

Across the five countries, young people and stakeholders repeatedly describe a skills-to-jobs gap: training exists (or is increasing), but it does not reliably translate into employment, particularly at local level. This is reflected strongly in the quantitative survey. Nearly half of respondents (n = 107; 45.5%) reported that education is not aligned with industry needs, and over half (n = 130; 55.3%) identified limited access to relevant training programmes as a barrier. The sharpest signal, however, is labour-market absorption: 151 respondents (64.3%) identified a lack of local green job opportunities – suggesting that even when youth train, the local economy often cannot absorb them. By contrast, only 44 respondents (19.9%) perceived high demand for green jobs in their country, reinforcing the sense that opportunity is not yet broad-based or visible (Figure 6).

Figure 6. Perceptions of Green Job Market Challenges



45.5%

Education-Industry Mismatch
Education not meeting industry needs

55.3%

Limited Training Access
Lack of relevant training programmes

64.3%

Lack of Local Green Jobs
Local economy cannot absorb trained youth

19.9%

Low Green Job Demand
Opportunity not broad-based or visible

This mismatch is articulated clearly in the innovation launchpads discussion. One speaker summarised the structural challenge as *"There's a education industry mismatch or misalignment... [between] education and... the demand that is there in the corporate world"* (Researcher, Green Box), while another noted the 'disconnect' between training and labour market pathways: *"Local jobs, green jobs are scarce. That's a top barrier that has been identified"* (Researcher, Green Box).

Country interviews reinforce this pattern with concrete examples of "training without absorption". In India, one NGO representative explained: *"What happens is we often do training without any outcomes..."* (NGO/CSO Representative, India), while a policymaker challenged the logic of skills programmes without job linkage: *"What is the point of like green skilling if there is no absorption... job linkage is missing"* (Policymaker, India).

Brazilian participants echoed the same diagnosis. A sector expert stated directly: *"There's a complete mismatch between the training available... [and] the demands of the industry"* (Sector/Technical Expert, Brazil). A policymaker illustrated how this becomes a personal barrier for youth who do pursue climate-related training: *"If they finish a course in agroecology, they want to apply... [but there are no] opportunities, so it ends up being a barrier"* (Policymaker, Brazil).

In Indonesia, mismatch is described not only between 'education' and 'industry' in general, but between what is taught and what specific regional economies require. One private sector leader highlighted programme design constraint: *"One issue is the short duration of training programs... [which] don't meet the real needs of the industry"* (Private Sector Leader, Indonesia). A sector expert made the regional mismatch explicit: *"If the region's potential is in, say, plantations or coffee... [training] isn't even for that sector"* (Sector/Technical Expert, Indonesia).

Young people and stakeholders repeatedly describe a skills-to-jobs gap: training exists (or is increasing), but it does not reliably translate into employment, particularly at local level

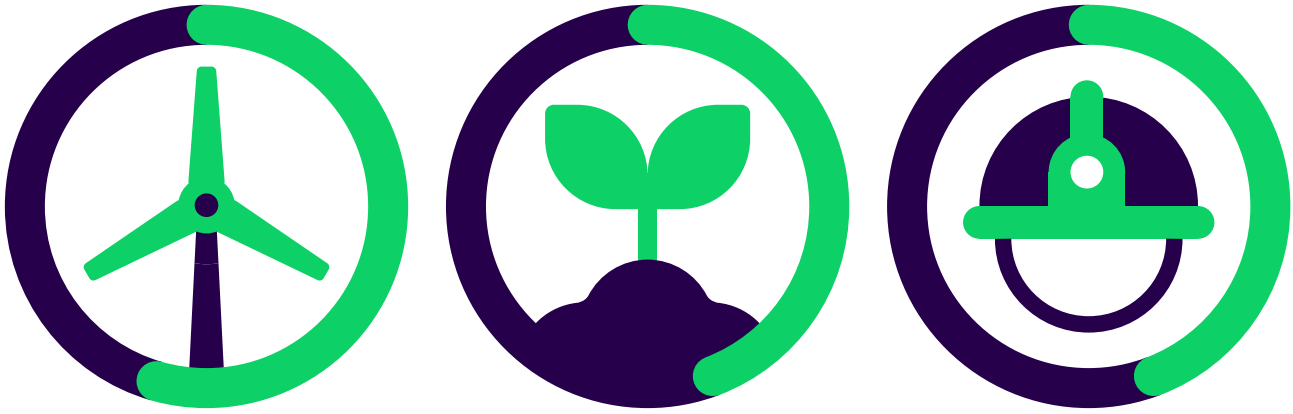
Mexico's interviews add another dimension: training gaps are not only about availability but about status, intergenerational expectations, and whose knowledge is recognised. A private sector leader reflected on the cultural and reputational barriers around agriculture: *"We have to admit that a lot of the coffee industry can be exclusive... I know very few people who say, 'You know what? I want to study to become a farmer'"* (Private Sector Leader, Mexico). An educator also described how formal curriculums can become misaligned with the more practical, real-world knowledge, noting: *"We teach the students, and then the students come to know more [than us]... but the teachers don't want to recognise it"* (Educator, Mexico).

Youth diaries extend the same insight beyond the five countries, showing how mismatch can become a dead-end for individuals whose qualifications do not map to labour-market pathways. One diary example describes a youth trained in a specialised field encountering a *"lack ..."* of appropriate opportunities (Azerbaijan youth diary), while another reflects a GIS-oriented 'green job' search where *"alternatives were reduced mainly to government institutions"* (Mexico youth diary).

Where young people see opportunity: high-demand sectors, uneven pathways

Despite the mismatch, young people are not unclear about where opportunities could emerge. Quantitative results show clear sectoral clustering in how respondents associate 'green jobs' with the economy: Renewable energy and waste management/circular economy were both prioritised by 194 respondents (82.6%), followed by agriculture (n = 181; 77.0%). Manufacturing was far lower at 89 respondents (37.9%), suggesting either lower perceived 'greenness', weaker visibility of pathways, or uneven sector maturity (Figure 7).

Figure 7. Respondent Priorities for Green Initiatives



82.6%

Renewable Energy & Waste Management
194 respondents prioritised these initiatives

77%

Agriculture
181 respondents prioritised agriculture

37.9%

Manufacturing
89 respondents prioritised manufacturing

This hierarchy is echoed in qualitative evidence. The launchpads discussion shows how youth and partners naturally converge on the same clusters: *"Renewable energy technology, sustainable agriculture... [and the] circular economy"* (Youth, Indonesia), alongside newer market mechanisms: *"Carbon trading, carbon offset, and carbon emission reduction..."* (Youth, Viet Nam).

Renewable energy: strong perceived opportunity, uneven readiness and absorption

Across countries, renewable energy is consistently framed as a growth sector – but one constrained by skills pipelines, equipment, and job absorption. In Brazil, a sector expert described both ambition and demand for skilled workers: *"We can reach 100% renewable electricity, but we need [qualified] professionals to do that"* (Sector/Technical Expert, Brazil).

In India, multiple stakeholders linked green work directly to installation and maintenance roles – practical skillsets tied to market growth: *"I would say like assembling of these solar plates..."* (NGO/CSO Representative, India).

Indonesia's evidence highlights how transition dynamics shape labour demand: *"The demand for workers in that sector [green energy] has [not been met]... [because people remain] focused on coal-related sectors"* (Private Sector Leader, Indonesia). This signals not only a training gap, but a transition-management gap – where workforce movement from fossil-dependent pathways into renewables remains difficult.

Sustainable agriculture and agri-tech: opportunity rooted in local livelihoods, but constrained by status and market structures

Agriculture emerges as both a traditional livelihood base and an emerging green opportunity – particularly where practices are climate-adaptive, regenerative, or integrated with technology and value chains. In Viet Nam, one private sector leader described a specific low-emissions model: *"The model of shrimp farming combined with rice cultivation... [to] reduce the amount of emissions"* (Private Sector Leader, Viet Nam).

In Brazil, agroecology is framed as a credible pathway – yet blocked by local opportunity constraints (as noted above). In Indonesia, the region-specific nature of agriculture creates immediate training relevance challenges: *"If the region's potential is in, say, plantations or coffee... [training] isn't even for that sector"* (Sector/Technical Expert, Indonesia).

Mexico adds the social and reputational barrier: *"I don't want to study to become a farmer"* (Private Sector Leader, Mexico), pointing to how the 'future of green work' in agriculture may require not only skills, but re-valuing rural livelihoods and creating dignified pathways (including income security and modernisation).

Youth diaries reinforce the idea that agriculture can become a modern opportunity when connected to innovation and new markets, including models linking agriculture and energy transitions (Nepal youth diary).

Waste management and circular economy: high perceived potential, supply-chain, and local enterprise pathways

Waste and circular economy pathways stand out as one of the strongest perceived opportunity clusters in the survey (n = 194; 82.6%).

Qualitative evidence connects this to practical, enterprise-linked pathways. In Indonesia, a private sector leader framed circular economy as a supply chain opportunity: *"It's more likely to be the circular economy... This is [important]... in relation to the supply chain"* (Private Sector Leader, Indonesia).

Youth diaries provide grounded examples of circular models emerging locally, including initiatives using forest residues to generate livelihood and reduce waste – "creating a circular economy model" (Mexico youth diary).

Manufacturing and cleaner production: lower perceived opportunity, but essential to decarbonisation

Manufacturing is where the evidence most clearly shows disparity between transition necessity and youth opportunity visibility. While the survey shows manufacturing as the lowest 'green job' association (n = 89; 37.9%), stakeholders emphasise that decarbonisation of industry is unavoidable – and skills will be needed.

In India, a sector expert described manufacturing's structural importance while acknowledging lag: *"The manufacturing sector is lacking very, very behind... [yet] a very big backbone of India"* (Sector/Technical Expert, India).

In Brazil, a sector expert emphasised the scale of industrial transition: *"We need to decarbonise not only transport but the entire production sector for decarbonisation"* (Sector/Technical Expert, Brazil). In Mexico, this is echoed through the energy–industry linkage: *"There's a lot of talk about the energy sector... [but we must] decarbonise industry as a whole"* (NGO/CSO Representative, Mexico).

This 'visibility gap' suggests that manufacturing pathways may be less legible to youth as 'green', even where industrial decarbonisation is accelerating – highlighting a need for clearer occupational mapping (roles, skills, entry routes) in cleaner production and circular manufacturing.

Environmental policy, planning, and data roles: emerging, but often gated by credentials and networks

Across the evidence, there are signals of growing opportunity in enabling roles – especially those connected to data, mapping, traceability, and new carbon markets. The launchpads discussion explicitly surfaced market mechanisms such as "carbon trading, carbon offset, and carbon emission reduction" (Youth, Viet Nam).

Mexico interviews point to digital and data-adjacent pathways becoming central to green sectors: *"Training in digital technologies is also crucial... blockchain... digital traceability, and artificial intelligence..."* (Sector/Technical Expert, Mexico).

Youth diaries provide a clear example of this 'data pathway' tension: a diarist seeking a green job in GIS described limited options – *"alternatives were reduced mainly to government institutions"* (Mexico youth diary) – suggesting that even where technical niches exist, the labour market may be narrow, institutionally concentrated, or difficult to enter without networks.

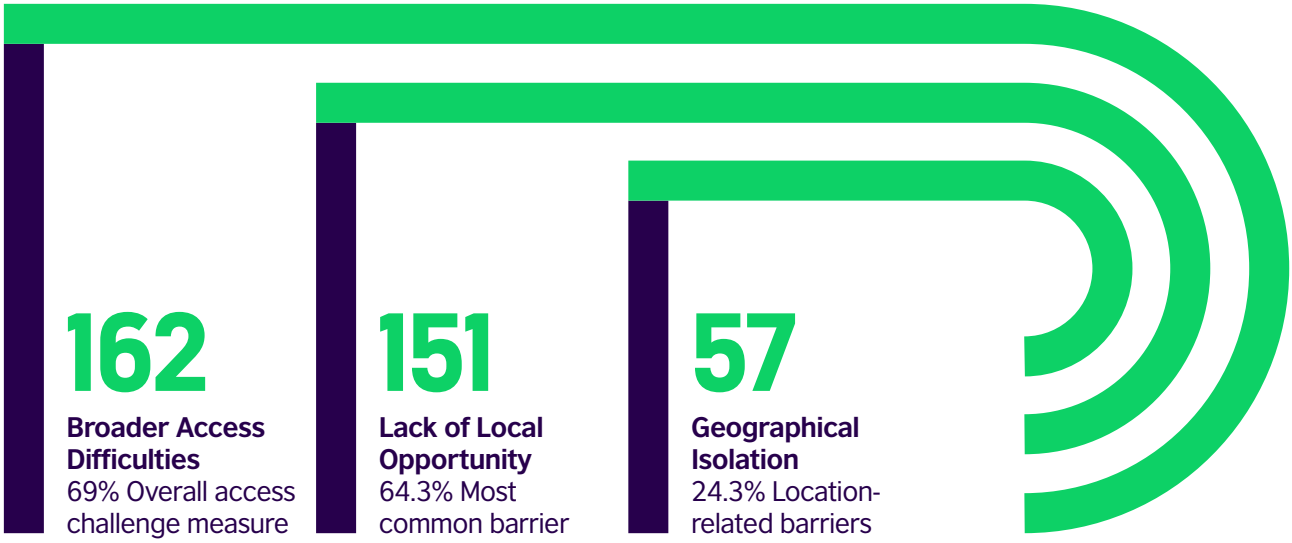
"What is the point of green skilling if there is no absorption... job linkage is missing"

Policymaker, India

Barriers to entering emerging roles: cost, location, connectivity, and recognised pathways

The evidence repeatedly shows that emerging green opportunities are not equally reachable. Quantitatively, the most common barrier is not lack of interest but lack of local opportunity (n = 151; 64.3%), reinforced by broader access difficulties (n = 162; 69.0%, from the survey's overall access challenge measure). Location-related barriers are visible in the survey through 'geographical isolation' (n = 57; 24.3%) (Figure 8).

Figure 8. Barriers to local opportunity



Country narratives illustrate what 'geographical isolation' means in practice. In India, one NGO representative illustrated the infrastructure reality of location-based exclusion: *"Imagine that let's say in my village there is absolutely no scope for a creation of a solar based system. Suddenly, the government decides that today we'll place a solar plant here and ask [the people] to start training, whereas the need [is actually] in some other village"* (NGO/CSO Representative, India).

In Indonesia, a youth described how remoteness becomes a direct constraint on both training and jobs: *"Rural areas, especially those in very remote areas, where road access is already a major challenge"* (Youth, Indonesia).

Mexico interviews highlight that even before training or job search begins, connectivity shapes opportunity visibility and access: *"Rural youth... have extremely limited connectivity [to develop] either technical or soft skills"* (Sector/Technical Expert, Mexico).

These barriers also shape who can realistically pursue 'new' roles that require specialised credentials, digital capacity, or unpaid entry pathways. Where roles are institutionally concentrated (e.g., GIS or policy-adjacent functions), youth without networks or resources face additional exclusion risks (as reflected in diary accounts).

Youth Diary – Skills-to-jobs gap and exclusion filters

A "green job" pathway blocked by local scarcity, cost, language, and credibility bias

(Quotes below are English translations from the original Spanish diary entry.)
A youth diarist in Chiapas, Mexico, describes actively seeking a professional placement in GIS and climate change to gain real-world experience – but encountering multiple layered barriers that map directly onto the training–employment mismatch and the risk of elite capture in green pathways.

The diarist intentionally chose to go beyond the university's familiar options: "I made a very conscious decision not to do it within the same institution, but to step out of my comfort zone and choose a place that would give me genuine professional experience." The first barrier was structural scarcity: "In my city there were very few places to develop in this field... and the alternatives were mainly limited to government institutions." Even when a relevant opportunity emerged, the diarist highlights the upskilling trap: "I have constantly looked for training alternatives; however, most specialised courses are expensive, in another language, or difficult to find." Exclusion is further reinforced by credibility norms: "Another barrier has been my age... this sometimes limits how youth ideas are valued, even when they can offer innovative proposals." The diarist concludes with a clear gap in applied learning: "It is still difficult to find training applied to concrete cases... and, above all, how this can become a tool for decision-making in territories." (Mexico youth diary, "A green job: real barriers", 9 Aug 2025).

Rural–urban divides and youth migration pressures

A further pattern is that skills gaps are intertwined with mobility pressures: when training and jobs cluster in cities, youth migrate, accelerating rural talent loss and deepening territorial inequality. The launchpads discussion captured this explicitly: *"Tackle all these... challenges, like, youth migration from village to the town"* (Youth Researcher, Nepal), and *"Often, people have to move away from their local community, to find work"* (Youth, Mexico). The same discussion called for structural bridging: *"Bridge the urban-rural divide here... think of rural... vocational training opportunities"* (Researcher, Green Box).

Country evidence aligns closely. In India, migration is linked directly to climate vulnerability and the absence of local pathways: *"The migration issue is also related to climate change... [because youth] don't have climate resilient opportunities"* (Policymaker, India).

In Brazil, policymakers and youth describe how declining services and opportunity scarcity push youth out of rural areas: *"We are already seeing the result if we continue down this... [path]... lack of public services in a remote region"* (Policymaker, Brazil), and *"Young people often don't want to continue working in rural... [areas]... the area of opportunity is seen as being in the city"* (Youth, Brazil).

Mexico provides both aspiration and tension: one private sector leader described mobility as a personal goal – *"Moving from rural to urban is the leap I want to make"* (Private Sector Leader, Mexico) – while also pointing to the desire for local prosperity: *"They're sitting on wealth and don't know what to do with [it]... [youth] want to stay in the community"* (Private Sector Leader, Mexico). Diary evidence reinforces the long-term risk: the decline of agriculture can create a 'generational relay' gap where productive knowledge and family systems are lost (Mexico youth diary).

Uneven sector maturity within and across countries

Finally, Theme 3 reveals that green opportunities are uneven not only between rural and urban areas, but across sectors and geographies. Survey results suggest that some pathways are highly visible (renewables; circular economy; agriculture), while others are less legible or perceived as less mature (manufacturing).

The interviews help explain why. In some contexts, emerging sectors exist but the workforce pipeline is weak (e.g., renewables needing qualified professionals). In others, sector transition is constrained by legacy economic structures (e.g., continued focus on coal-related sectors in Indonesia). Sub-national disparities also matter: Eastern Indonesia is referenced explicitly as a context where project realities and labour demand differ (Sector/Technical Expert, Indonesia). Meanwhile, Brazil's North/Northeast opportunity gaps and India's rural remoteness shape what 'green opportunity' means at local level.

Taken together, the evidence shows that the core 'skills gap' is not simply a deficit of training. It is a systemic gap between (a) where youth are trained, (b) where green jobs actually exist, (c) how visible and accessible those jobs are, and (d) whether the broader economy is yet structured to absorb trained youth – particularly outside major urban centres.

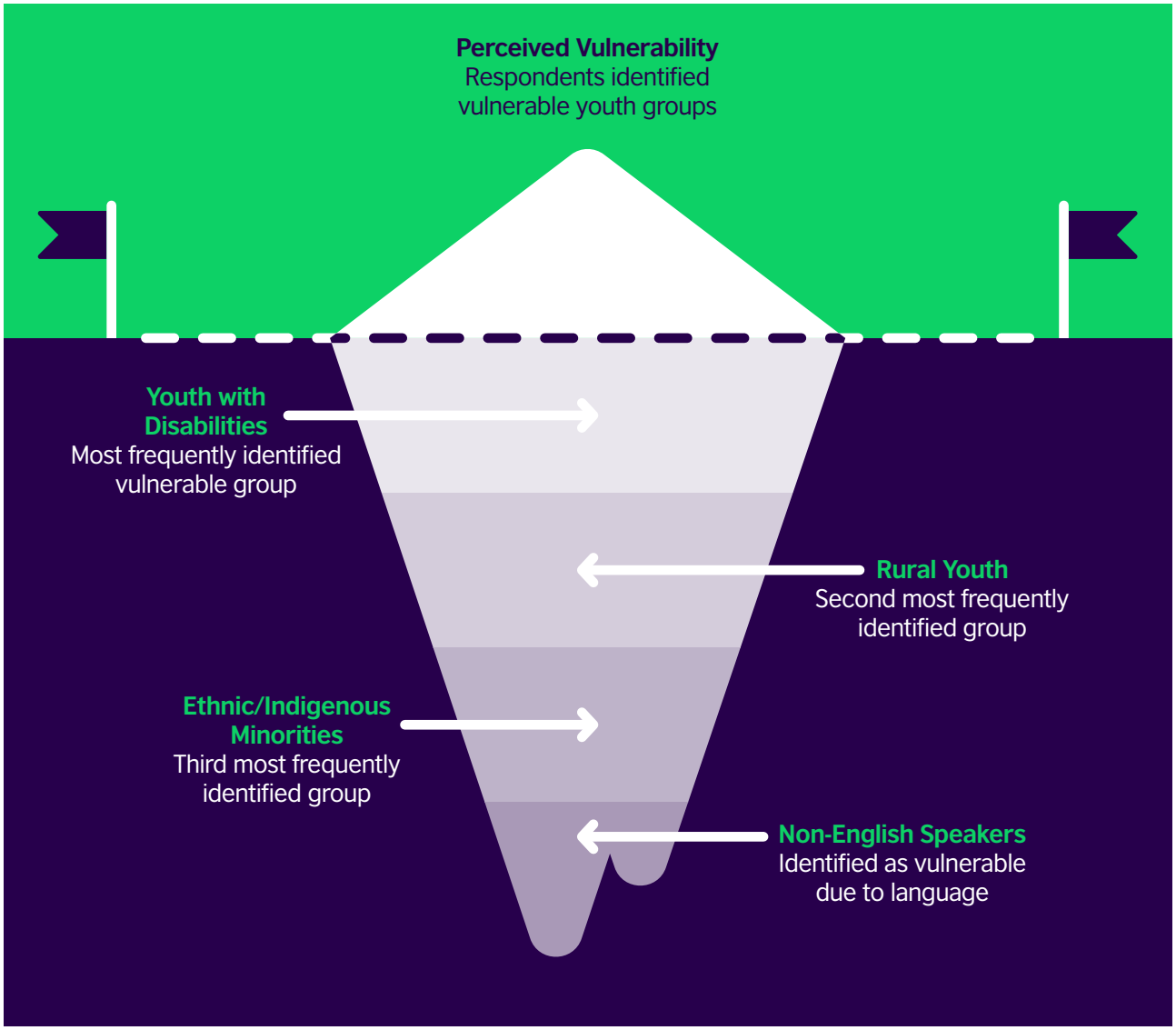
The evidence shows that the core "'skills gap"' is not simply a deficit of training. It is a systemic gap.

Theme 4: Intersectionality and Unequal Access

Overlapping identities shape who gets left behind

Across the five countries, exclusion from green opportunities is rarely driven by a single factor. Instead, young people describe how gender, poverty, disability, ethnicity, language, and geography intersect to compound disadvantage – often determining who can access training, who can enter 'green' spaces, and whose knowledge is treated as legitimate. The quantitative survey captures this clearly through perceptions of vulnerability: respondents most frequently identified youth with disabilities (n = 138; 58.7%), rural youth (n = 132; 56.2%), and ethnic/Indigenous minorities (n = 121; 51.5%) as groups at greatest risk of being left behind. Language also emerges as a major axis of exclusion, with non-English speakers (n = 75; 31.9%) identified as vulnerable (Figure 9).

Figure 9. Perception of vulnerabilities



Country evidence illustrates how these barriers stack and reinforces each other. In India, youth emphasised how marginalised groups can arrive late to opportunities and therefore lose out on selection and recognition: *"And by the time it reaches the most marginalised groups... the privileged will already be quite ahead in their journey. Women will always been at the disadvantage."* (Youth, India). Stakeholders also describe layered divides shaping access: *"The rural and the urban population of India has also a big divide. And of course, a large gender divide too."* (Sector/Technical Expert, India).

This compounding effect is echoed in Indonesia, where youth link rurality to ethnicity and widening opportunity gaps: *"Friends from rural communities who are also part of an ethnic... compared to friends who live in urban areas."* (Youth, Indonesia). Another youth summarised intersectional marginalisation as clustering around income and place: *"I think the most marginalised group would probably be people with disabilities, followed by ethnic minorities and Indigenous communities, then low-income groups, and perhaps rural communities."* (Youth, Indonesia).

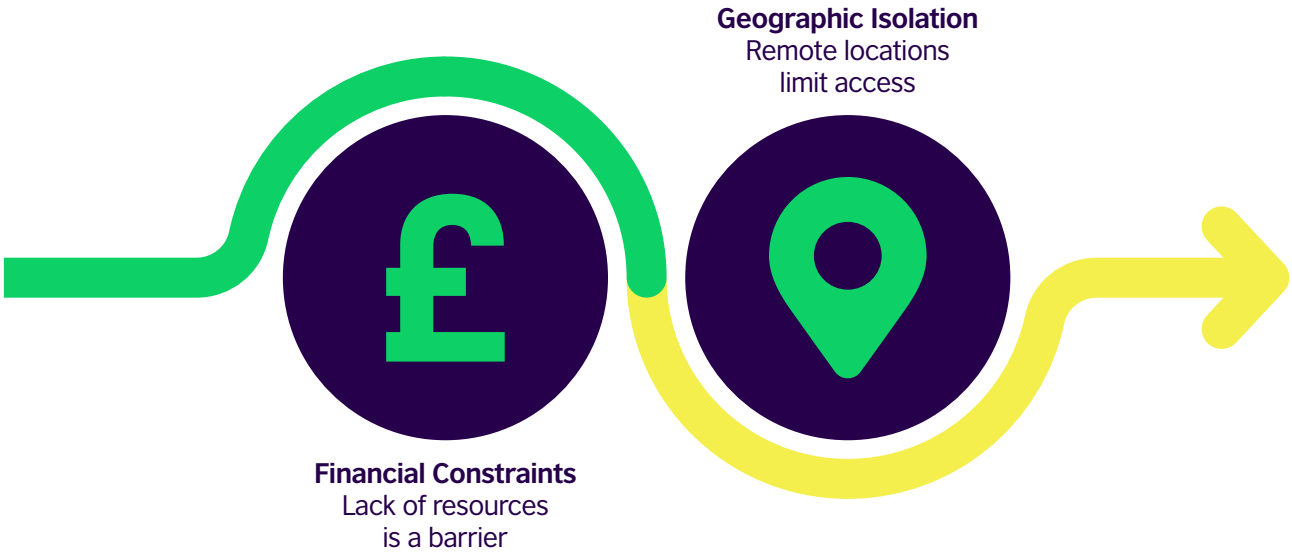
Rural exclusion and infrastructure gaps

Across contexts, 'rural exclusion' is experienced as a practical barrier: fewer training centres, weaker connectivity, limited exposure to green careers, and a higher cost (time and money) of reaching opportunities. In India, youth describe how information itself becomes an urban advantage: *"For a youth living in a rural part of Assam, access to those information is very crucial."* (Youth, India).

This pattern appears in youth diaries as well, where geography and poverty are described as intersecting barriers that shape access to courses and knowledge – particularly when training is costly or delivered in inaccessible formats or languages: *"Geography and poverty intersect... most specialized courses turn out to be expensive, are in another language or are difficult to find."* (Mexico youth diary).

The quantitative data reinforces rural 'distance' as both physical and informational. Financial constraints are widespread (n = 124; 52.8% reporting lack of financial resources as a barrier), and geographic isolation is explicitly reported (n = 57; 24.3%) – both of which hit rural and remote youth hardest in practice (Figure 10).

Figure 10. Geographic related barriers



Disability and inaccessible pathways into green skills and work

Disability is consistently identified as a high-risk axis of exclusion. In the survey, youth with disabilities (n = 138; 58.7%) are the single most frequently cited group perceived as vulnerable to being left behind.

Qualitative evidence shows that this risk is not only about whether training exists, but whether it is designed to be accessible and whether green workplaces themselves are navigable. In Brazil, one youth underscored how 'being in the space' can remain structurally constrained: *"I think the issue for people with disabilities is still visible for anyone who wants to be in that space."* (Youth, Brazil).

The diaries further underline that disability-related exclusion can be entangled with poverty and geography, especially where the only viable options require travel, high fees, or specialised provision that is not locally available.

Ethnic, linguistic, and Indigenous marginalisation

Ethnicity and Indigeneity appear repeatedly as determinants of opportunity – through language barriers, weak recognition of community knowledge, and uneven inclusion in training and decision-making. Indigenous communities and their knowledge systems deserve particular attention within this analysis, rather than being subsumed under broader 'minority' categories. Indigenous peoples across the five focus countries hold distinct place-based ecological knowledge that is directly relevant to climate adaptation and sustainable resource management, yet this knowledge is frequently undervalued or excluded from formal training and policy frameworks. In Indonesia, participants described how Indigenous communities have managed forests sustainably for centuries through local wisdom and customary practices, yet are rarely consulted when national green skills curricula are designed. In Mexico, Indigenous knowledge of traditional farming systems, seed preservation, and spiritual relationships with land provides a foundation for climate-resilient agriculture that modern technical training alone cannot replicate. Survey data reinforces this moconcern: 121 respondents (51.5%) identified ethnic and Indigenous minorities as among the groups most vulnerable to being left behind in the green transition, placing them third after youth with disabilities (58.7%) and rural youth (56.2%). The Innovation Launchpads discussion was explicit on this point, with participants noting that Indigenous youth were 'protecting forests long before climate became a subject' and calling for traditional and Indigenous knowledge to be formally recognised as green expertise and integrated into national curricula. This recognition must go beyond tokenistic inclusion: it requires ethical engagement protocols that ensure benefit-sharing, community consent, fair credit, and protection of intellectual property associated with Indigenous knowledge systems.

In Viet Nam, youth point directly to the challenges of ensuring climate learning reaches ethnic minority communities: *"Ethnic minority in Viet Nam... they are... affected by climate change... but they are very hard... to open their mind, to learn... to update new things."* (Youth, Viet Nam). A sector expert adds that vulnerability is concentrated where exposure and adaptive capacity intersect: *"The people here, especially... the people in the rural are affected by the climate change."* (Sector/ Technical Expert, Viet Nam).

Language is a key intersectional constraint across contexts. Survey respondents explicitly identified non-English speakers (n = 75; 31.9%) as at-risk, and a further subset reported socio-cultural barriers directly: 35 respondents (14.9%) cited language barriers and/or cultural biases as preventing participation.

Low-income and informal-sector exclusion

Poverty emerges as a major 'multiplier' of exclusion because it limits the time youth can invest in training, reduces mobility, and makes unpaid entry routes (internships, volunteering, long certification pathways) unrealistic. In Brazil, one stakeholder described marginalisation in the 'periphery' as fundamentally multidimensional and rooted in basic needs: *"The vulnerability of young people from the periphery stem... is multidimensional poverty."* (NGO/CSO Representative, Brazil).

Mexico's interviews show how economic pressure reshapes decision-making and narrows feasible pathways: *"I've noticed young people often prefer to seek an income to get ahead."* (Youth, Mexico).

This is mirrored in the survey's strong emphasis on financial support as a condition of access: 162 respondents (68.9%) requested scholarships, grants, or stipends – suggesting that for many youth, inclusion depends less on motivation than on whether training is financially possible.

The 'cost of entry' also appears in Mexico's framing of green enterprise: *"It's not just the green, romantic part. It's the whole operation that charge you in advance."* (Private Sector Leader, Mexico).

"disability-related exclusion can be entangled with poverty and geography""And by the time [opportunities] reach the most marginalised groups... the privileged will already be quite ahead in their journey"

Youth, India

Structural versus attitudinal barriers: bias, gatekeeping, and credibility

Alongside material barriers, youth describe social and institutional gatekeeping – how bias shapes who is seen as competent, credible, or 'professional enough' to belong in green spaces. In Mexico, appearance-based judgement is described as a direct exclusion mechanism: *"If you don't look presentable, it's like you're out... people judge us by how we appear."* (Youth, Mexico).

Brazilian evidence highlights how structural risk and social exclusion interact – particularly for young women exposed to harassment in workplaces or public settings: *"...people I talk to are often in positions... difficulties, especially regarding sexual harassment."* (Youth, Brazil).

Youth diaries add another layer – age and 'experience' bias – where young people's ideas can be discounted even when they have relevant skills: *"Age an... [experience] usually predominates... limiting the valuation of youth ideas."* (Mexico youth diary).

In India, stakeholders describe exclusion as culturally embedded, shaped by social norms and unequal exposure to opportunity: *"This is a cultural issue... lack of exposure to understanding."* (NGO/CSO Representative, India). Youth also point to elite dominance as a recurring pattern in the green sector: *"There are many elite peoples... they don't get the limelight that they deserve."* (Youth, India).

The launchpads discussion reinforces that these inequities are not evenly distributed and can be especially acute for young women and other marginalised groups: *"Not an equitable experience across the board... young women... are mostly excluded."* (Researcher, Green Box).

"Indigenous peoples across the five focus countries hold distinct place-based ecological knowledge that is directly relevant to climate adaptation and sustainable resource management, yet this knowledge is frequently undervalued or excluded from formal training and policy frameworks."

Theme 5: Gender and Inclusion

Gendered exclusion as a persistent risk across green pathways

Across the five countries, gender emerges as a consistent axis shaping who can access green skills, enter emerging opportunities, and progress into leadership. In the quantitative survey, women were explicitly identified as a group at risk of being left behind by 78 respondents (33.2%), reinforcing that gendered exclusion is not perceived as marginal, but as a recognised barrier to an inclusive transition.

At the qualitative level, gendered barriers are described as operating across the full pathway – from education and skills formation, to labour-market entry, entrepreneurship and finance, and leadership in decision-making. At the same time, women are widely recognised as active contributors to local resilience and community-level climate action, creating a persistent tension: women's leadership is visible on the ground, but constrained or undervalued in formal systems and technical roles.

Gender gaps in STEM and technical green skills

A repeated pattern across countries is that technical green roles remain culturally coded as 'male', affecting both participation and confidence. In Indonesia, this is framed as an enduring social expectation: *"Technical jobs are still mostly seen as 'for men.'"* (Youth, Indonesia). Similarly, gender segmentation is described as structurally embedded in certain sectors: *"In extractive sectors, the proportion of women is very small..."* (Sector/Technical Expert, Indonesia).

The innovation launchpads reinforce that these norms often take root early in education. One participant noted the gendered nature of what children are encouraged to learn: *"Girls in education traditionally... weren't being taught, like, engineering."* (Youth Researcher, Ireland). Another speaker emphasised that barriers persist even where opportunities exist: *"They face a lot of barriers in technical fields, like engineering... [and skills are not] equitably transferred to all genders."* (Researcher, Green Box).

In India, gendered perceptions of legitimacy and status are also explicit. One youth described how the same role can be socially valued differently depending on who occupies it: *"When a man enters a green job... It's looked upon [as] he's going to fight for the environment. Women are going to take care of the environment, [not] fight for the environment. So, I think women lose the most.""* (Youth, India). Such perceptions consequently reinforce the idea that men cannot be carers, in advertently omitting them from developing different life skills.

The evidence points to a parallel and underexplored dimension of gendered exclusion: the stigma that men and boys may face in engaging with sustainability, particularly in roles associated with caring, empathy, and human-centred skills. Diary evidence from Ireland observed that 'men often follow the crowd to fit in, while women seem freer to advocate for equity and activism, even when it isn't popular,' suggesting that social conditioning creates conformity pressures that discourage young men from visible engagement in environmental and social causes. The same diarist noted a broader pattern in which 'women veer left and men veer right' on sustainability issues, raising the possibility that green and climate work is culturally coded as feminised in some contexts, creating a reputational or identity barrier for young men who might otherwise participate.

Survey data shows that while women respondents were slightly more familiar with green jobs concepts (mean rating 3.45 versus 3.31 for men), motivation levels were comparable across genders, suggesting that the barrier for men is not lack of interest but rather the social framing of sustainability as outside masculine identity. This has direct implications for human skills development: if empathy, active listening, collaboration, and community facilitation are perceived as 'soft' or feminised, young men may be less likely to develop these capabilities, limiting their effectiveness in green sectors that increasingly demand relational and interpersonal competencies alongside technical knowledge. Programmes that actively normalise men's engagement in caring, community-oriented, and human skills roles, and that challenge the association between sustainability work and feminised identity, are needed to ensure the green transition draws on the full range of talent and does not inadvertently exclude half the population from developing the capabilities most needed for inclusive climate action.

Confidence, leadership, and visibility barriers for women

Even where women have skills, they describe barriers to being seen as legitimate actors in 'green' spaces – especially where these spaces are technical, male-dominated, or governed by informal gatekeeping. In Brazil, a youth described the social policing that can accompany women's participation and visibility.

Mexico's interview material provides a parallel picture of women's visibility being shaped by who gets to represent climate work publicly. One youth highlighted the significance of women's representation in international spaces: *"When I went to the COP... we took three more girls... We were a very diverse group."* (Youth, Mexico). While this shows progress and aspiration, it also signals that women's presence remains noteworthy rather than normalised – reflecting a broader pattern of underrepresentation in leadership and public-facing roles.

Networking, mentorship, and finance as gendered gatekeepers

Gendered exclusion is also described as operating through impaired access to finance, networks, and social capital – particularly for women pursuing green entrepreneurship or community enterprise. In Mexico, a sector expert quantified this barrier in striking terms: *"It's about 40% harder for a woman to seek funding or capital... that just seems unreal to me."* (Sector/Technical Expert, Mexico).

The launchpads add a grounded example of how gender norms shape whose economic activity is recognised and supported. A speaker described how women's work can be simultaneously essential and contested: *"The people that collect the gum from the trees... they always... [are] young and woman... I felt kind of a resistance."* (Speaker, Mexico). This illustrates how gendered expectations can constrain women's ability to claim value, legitimacy, or ownership within green value chains – even when women are already doing the work.

Time poverty, mobility constraints, and care responsibilities

Across countries, women's participation is repeatedly shaped by the unequal distribution of unpaid care work, household responsibility, and constrained mobility. In Viet Nam, this is stated directly as a structural condition: *"More than 90% of women have to do housework... [and] women is extremely important."* (NGO/CSO Representative, Viet Nam).

In Brazil, care burdens are described as shaping who can access education and projects. One educator emphasised how frequently women's participation is tied to parenting and single motherhood: *"Many of them were women, many of them single mothers..."* (Educator, Brazil). A youth added how gendered responsibilities can fall on girls and older sisters within low-income households: "In some families living in the periphery, the older [is responsible]... so these issues absolutely have an impact." (Youth, Brazil).

Mexico's interviews mirror this pattern, particularly for women who are caregivers. A youth reflected: *"I've spent a lot of time with single mothers... it's difficult... [to include their child]."* (Youth, Mexico). A policymaker connected this to more basic economic constraints: "The main reason these women have told us is that they simply don't have time. They have household responsibilities, need to take care of their children, collect firewood. They cannot neglect them because their basic needs come first." (Policymaker, Mexico).

The youth diaries deepen this picture by describing how women face a 'double burden' and how participation can be conditional on permission and household control: *"She has to leave a list... [and] that is with much luck, that the man of the house allows them."* (Mexico youth diary).

Workplace bias, harassment, and safety concerns

Beyond access barriers, women describe safety risks and hostile environments as a direct constraint on participation – especially in public-facing work, field settings, or male-dominated sectors. In Brazil, a youth highlighted that many women encounter workplace challenges linked explicitly to harassment: *"Difficulties, especially regarding sexual harassment."* (Youth, Brazil).

The launchpads discussion extends this concern, describing a broader risk environment where exploitation is not isolated but systemic: *"We have a very serious issue with sexual exploitation of women [and] electric energy, we also don't repeat that."* (Youth Speaker, Brazil).

In the diaries, safety also appears through a wider lens of vulnerability and risk exposure, including how insecurity can shape women's everyday decisions and resilience. One entry notes a context where there is a *"high... [risk]... [and lack] 'this infrastructure' of safety"* (Mexico diary, disaster risk reflection), showing how safety is not only workplace-based but also embedded in broader living conditions.

Taken together, these safety risks are not incidental but systemic: they reflect how green professional spaces, field-based roles, and climate-facing sectors have frequently been built around assumptions of male participation, and the practical effect is to raise the cost of participation for women beyond what it should be. Safety concerns shape not only workplace retention but also women's willingness to enter certain sectors or geographies in the first place, meaning that harassment and insecurity function as upstream barriers to recruitment and enterprise development, not only as downstream problems of working conditions. Addressing this requires moving beyond individual complaint mechanisms toward systemic responses: safe-by-design training environments, gender-sensitive safeguarding protocols in field-based green programmes, and accountability measures that treat safety as an enabling condition for inclusion rather than an afterthought.

A repeated pattern across countries is that technical green roles remain culturally coded as ""male"", affecting both participation and confidence.

Cultural norms shaping participation and life choices

Cultural expectations are repeatedly described as shaping whether girls and young women can continue education, travel for training, or participate in mixed-gender environments. In Mexico, an educator described early marriage and family control as a direct pathway to exclusion: *"Because that's what the family decides, not even the girls... by 15 they are already married."* (Educator, Mexico).

The diaries provide an even starker description of restricted autonomy: *"...always has to be the brother... No autonomy. No independence."* (Mexico youth diary).

Indonesia's interviews add that cultural norms can also allocate women to particular roles within organisations, limiting access to technical tracks: *"An assumption – that women are... [and that] administrative roles should be handled by women."* (Youth, Indonesia). A sector expert also flags that gendered exclusion is compounded in rural contexts: *"Another group is rural women... [and this affects] training or green jobs."* (Sector/Technical Expert, Indonesia).

Underrepresentation in decision-making alongside strong community-level leadership

Across countries, women are widely recognised as leaders in community resilience and local climate action, while remaining underrepresented in formal leadership and decision-making spaces. In Brazil, this is stated explicitly by policymakers: *"There is another group that... is a minority: women... women are still not occupying those roles."* (Policymaker, Brazil). The launchpads discussion captures this contradiction directly: *"Young women, while they lead a lot of community action, they... [still] face a lot of barriers in technical fields."* (Researcher, Green Box).

At the same time, evidence repeatedly shows women already leading from the ground up. In Mexico, a policymaker described women driving local enterprise and product innovation: *"We have women making shampoos and medicinal products..."* (Policymaker, Mexico). A private sector leader offered a vivid illustration of women's ambition and capability in 'non-traditional' tasks: "*Women who wanted to climb a tree to check the gum would receive a scholarship. One woman said, 'I want to be a gum producer'."* (Private Sector Leader, Mexico).

Indonesia provides a similar picture of women's leadership embedded in livelihoods and local governance challenges. A sector expert described targeted support to women in fishing communities: *"We supported local fishing communities, particularly the fisherwomen to develop adaptation plans and to access fuel subsidies."* (Sector/Technical Expert, Indonesia). The same source emphasised that inclusion is not automatic and must be designed: *"To make programs more inclusive, we must ensure that women are involved in the training."* (Sector/Technical Expert, Indonesia).

Youth diaries reinforce how women's collective organisation can reshape local economic models. One entry notes: *"Women's groups became active in managing poultry ... [and] found a more active voice in shaping local economic models."* (Nepal youth diary). Another highlights women as innovators in local production and enterprise: *"...women are leading in local transformation of corn to tostadas ... being entrepreneurs."* (Mexico youth diary).

In practice, the evidence suggests that gender inclusion is not only about bringing more women into existing systems, but about redesigning those systems – so that technical pathways are accessible, care burdens are recognised, safety is ensured, finance and networks are reachable, and women's already-existing leadership is valued and connected to formal decision-making and investment.

Programmes targeting green leadership development must therefore address not only skill development but also the social norms, institutional structures, and confidence barriers that shape who is invited into, and who self-selects out of, formal leadership spaces. The evidence from Brazil is explicit: policymakers acknowledge that 'women are still not occupying those roles' even where community-level leadership is strong. In Mexico, women-led enterprise in areas such as gum production, shampoo manufacturing, and medicinal products demonstrates capability and ambition, yet these women remain largely disconnected from formal decision-making structures. In Indonesia, sector experts describe targeted support for fisherwomen developing adaptation plans, yet note that inclusion must be deliberately designed, not assumed. The implication is that leadership pipelines for green transitions must be built with intentional gender architecture: dedicated seats for women in governance and advisory bodies, mentorship pathways linking community leaders to formal roles, and institutional accountability for gender parity in decision-making.

"To make programmes more inclusive, we must ensure that women are... involved in the training."

Sector/Technical Expert, Indonesia

Theme 6: Role of Community, Non-Formal Education, and Networks

Community learning as an inclusion pathway when formal systems fall short

Across the five countries, community-based learning and non-formal education are consistently described as the practical routes through which marginalised youth actually access climate skills, build confidence, and find pathways into action and work – especially where formal education is late, overly theoretical, or inaccessible. The quantitative survey reinforces this demand for decentralised and relational support: 119 respondents (50.6%) explicitly requested local training opportunities, while 104 respondents (44.3%) requested networking support, and 91 respondents (38.7%) asked for enhanced digital learning tools or platforms (Figure 11). Together, these patterns point to a strong preference for learning that is proximate, socially supported, and flexible – delivered through networks, community organisations, and hybrid models rather than relying solely on formal institutions.

Figure 11. Demand for decentralised and relation support

50.6%
Local Training Opportunities

44.3%
Networking Support

38.7%
Enhanced Digital Learning Tools

Youth Diary – Community learning in action

From concern to co-designed local action through a youth network

A youth diarist in Nepal describes joining a youth-led climate initiative as the turning point from awareness to organised community action. The entry captures how non-formal learning and peer networks become a practical skills pathway: youth identify local problems, co-design solutions, and implement projects that build leadership, teamwork, and community trust – especially where formal routes are limited.

Key moments are framed in terms of agency and purpose: “I’ve always felt the urgency of the climate crisis. But I often found myself wondering how I, as one individual, could make a real difference.” The diarist positions the programme as one where youth are not symbolic participants: “I saw it as a platform where youth voices not only mattered but were leading the change.” Delivery is explicitly project-based and locally anchored: “We weren’t just participants, we were changemakers.” and “Every idea was rooted in the needs of the local context and shaped by youth leadership.” Implementation becomes the learning engine: “Facilitating the implementation of these projects taught me invaluable lessons about teamwork, community engagement, and navigating challenges in real-time.” (Nepal youth diary, “Empowering Change”, 15 Aug 2025).

This theme is not only about delivery channels; it is about power and legitimacy. Across interviews, diaries, and launchpads discussions, youth and stakeholders repeatedly challenge the assumption that climate knowledge is primarily generated in classrooms, and instead emphasise that community ecosystems – families, Indigenous knowledge systems, peer groups, NGOs, and locally rooted institutions – often hold the most actionable and trusted knowledge for adaptation and inclusive transitions. As one launchpads contributor stated, *"We must start by challenging the idea that knowledge comes from classrooms, from universities... Young people gain critical green skill through lived experience... Cultural practices, peer learning, and community work"* (Speaker, Indonesia).

Youth networks and peer learning as 'infrastructure' for opportunity

Youth networks repeatedly emerge as the social infrastructure that compensates for weak institutional pipelines – helping young people discover opportunities, share learning, and develop confidence through peer support. In Indonesia, youth described how informal coalitions function as open channels for information and access: *"We have coalition groups where people share for free – green job postings, event information, opportunities, you name it"* (Youth, Indonesia).
In Mexico, youth narratives show networks as the basis for collective agency rather than individual action. One youth explained: *"We founded REACCIONA... because we built community, we connected with others to act together. I believe that climate action cannot be carried out solely from your own corner"* (Youth, Mexico). Another described how youth-led organising becomes a practical mechanism for placing peers into real opportunities: *"I start organising lots of events, and my chapter becomes number one in the world... I start creating this vocation for energy education... placing young people in projects"* (Youth, Mexico).

In Brazil, youth emphasised how peer-based spaces shift confidence and participation over time, particularly for those who enter shy or uncertain: *"It's incredible to see that there's someone there listening carefully to you... It's amazing that... the young person who arrived shy is already speaking up publicly in the group"* (Youth, Brazil). Youth also pointed to the value of movement-linked organising over formal coursework: *"More than the biology course itself, it was really the 'Jovens pelo Clima' (Youth4Climate) that made the difference... you're there, building things together as a volunteer"* (Youth, Brazil).

Vietnamese interview evidence similarly frames networks as enabling collaboration and transition readiness: *"For the young generation I think it's easier for them to collaborate with other people... [and] practise... [is] easy for them to transition"* (Sector/Technical Expert, Viet Nam).

The diaries reinforce the same pattern beyond the five countries, showing how youth networks and camps shape worldview, solidarity, and participation. For example, one youth credited the 'Y-CoRe programme' with learning *"how to turn awareness into action, how to work as a team"* (Viet Nam youth diary), while others cited experiences like *"Scouting Ireland"* and a *"Young Greens summer camp"* as formative spaces for learning and belonging (Ireland youth diary).

For marginalised youth, creating an environment free of judgement and bias is crucial. Strategies include having female-only cohorts for some training (to boost women's participation initially), or training in disability-friendly venues. When youth feel respected and understood, they stick with programs. Many girls-only STEM camps show success in engagement because girls feel comfortable to speak up there.

NGOs and civil society as bridges, brokers, and delivery partners

Across countries, NGOs and CSOs are repeatedly described as the actors best positioned to reach marginalised youth – particularly in rural areas – and to translate policy ambitions into practical, locally trusted delivery. In India, the role of civil society is framed as essential to reaching rural youth: *"Without the help of the NGO... without the help of the technical institutes... [targets]... can't be achieved... Their roles are very important to make our rural youth more aware about the solutions"* (NGO/CSO Representative, India).

In Brazil, NGOs describe themselves as connectors between investors, institutions, and local communities: *"We, as civil society, are the necessary link for dialogue between large investors and the local population. We are the connecting channels and sources of information about the state of a territory"* (NGO/CSO Representative, Brazil).

Mexico's interviews echo this bridging role, explicitly positioning non-formal learning as formative and necessary: *"Organisations are a key bridge for connecting young people... what we call non-formal education, but it's ultimately formative"* (NGO/CSO Representative, Mexico). Another interviewee emphasised that NGOs help address needs that formal institutions do not cover: *"The participation of NGOs and civil society organizations is important to create these bridges... to address needs that formal institutions... aren't fully covering"* (NGO/CSO Representative, Mexico).

Viet Nam's evidence highlights why NGOs take on this role: when policies are not inclusive and public resources are insufficient, civil society becomes the practical implementation engine. One interviewee noted: *"[NGO] organizations play a very important role... our policies... are not inclusive and we don't have enough resources to implement programs... NGOs have a source of cost"* (NGO/CSO Representative, Viet Nam).

In Indonesia, the call is not only for informal coalitions, but for institutional recognition and support for youth forums: *"There should be youth forums that focus on green job opportunities. These forums should ideally be supported and facilitated by the government"* (NGO/CSO Representative, Indonesia).

"Non-formal education is not described as supplementary; it often functions as a parallel system that fills gaps left by formal curricula – particularly for marginalised youth who need practical, locally relevant learning and pathways into action"

Non-formal education as a parallel system of climate learning

Across the five countries, non-formal education is not described as supplementary; it often functions as a parallel system that fills gaps left by formal curricula – particularly for marginalised youth who need practical, locally relevant learning and pathways into action. In India, one educator described working with government specifically to strengthen non-formal routes: *"We try to work closely with the government in order to streamline... environment education as in non formal and informal means of education. We cannot get into the formal structure because there's this policy in place"* (Educator, India).

Youth narratives align with this reliance on informal and on-the-job learning. One India interviewee stated: *"Most of my skilling happened through means of self learning... I learned most of the things while I was on the job and on the go"* (Youth, India).

The launchpads discussion makes this shift explicit, calling for formal recognition of these non-formal pathways: *"Recognise and scale informal and community learning alongside with the formal education"* (Speaker, Indonesia).

Hands-on, culturally grounded learning and the role of local knowledge

A strong cross-cutting finding is that community-based learning becomes most inclusive when it is culturally grounded and respects local knowledge systems – particularly in Indigenous, rural, and livelihoods-based contexts. In Viet Nam, educators emphasised that training must be tailored to local culture and language: *"We have to make it locally understandable with the examples, with the languages, but also... we have to make it in the Mekong way"* (Educator, Viet Nam).

In Brazil, cultural grounding is framed as a broader epistemic shift – learning from ancestors and lived histories: *"We need to learn from our ancestors. If we don't learn from them, nothing will change... I'm talking about us, humanity"* (Educator, Brazil). Youth also describe learning through practice and exchange in social movements: *"You learn by getting your hands dirty and also by exchanging knowledge with women from the MST"* (Youth, Brazil).

In Indonesia, local wisdom and Indigenous stewardship are positioned as central climate knowledge sources. One NGO representative noted: *"In South Sumatra... local wisdom and culture always have a connection with nature... the community has managed the forest for hundreds of years"* (NGO/CSO Representative, Indonesia). Another described social forestry as a practical mechanism for community capability-building and rights: *"We use a social forestry approach so that village communities... coffee farmers in the mountains... can obtain management permits"* (NGO/CSO Representative, Indonesia).

Mexico's interviews present a similar 'both/and' approach – valuing traditional knowledge while integrating science: *"We include traditional knowledge and recover what is locally held and done, and we also bring in the scientific part... scientific information is important"* (Educator, Mexico).

The diaries deepen this point with lived examples. A Viet Nam diary reflection notes that *"learning about climate requires not only scientific knowledge but also listening to and respecting local wisdom"* (Viet Nam youth diary). In Mexico, one diarist described how mapping and place-based learning reconnects climate action to cultural identity: *"The importance of that river... a spiritual space very well preserved to carry their traditions and offerings... knowing from their traditions"* (Mexico youth diary).

Hybrid delivery: partnerships, local hubs, and learning with elders

Across evidence sources, there is a clear push for hybrid models that link formal institutions with community learning centres and local hubs – particularly to make training accessible, relevant, and rooted in local livelihoods. The launchpads discussion captured this design logic directly: *"Localised, partnerships between formal schools, and vocational institutions and community learning centres... offer hybrid learning... split time between classroom and plan-based learning with elders"* (Speaker, Indonesia).

Mexico's interviews echo the need to 'go to where people are' and design place-based hubs aligned with local economies: "*We need to go directly to the communities... create development hubs... based on the natural vocation of each region rather than individual interests"* (Sector/Technical Expert, Mexico).

This aligns strongly with the survey signal that decentralised access is a priority: 119 respondents (50.6%) requested local training opportunities, indicating demand for delivery that reduces transport costs, improves reach, and lowers the threshold for participation.

Digital and peer-to-peer learning channels

Finally, digital tools emerge as an important – but uneven – enabler of non-formal learning. In the survey, 91 respondents (38.7%) requested enhanced digital learning tools or platforms, suggesting that youth see digital delivery as a way to bridge access gaps where local provision is limited.

Qualitative evidence shows how digital learning is already being used informally. In Indonesia, a youth described learning technical components through online sources while working with community groups: *"With the Let's Go Green program... we collaborated with housewives to process organic waste using earthworms... On the technical side, we learned independently from YouTube"* (Youth, Indonesia).

At the same time, the wider dataset consistently links the value of digital learning to the presence of networks and community support, because information and opportunities often flow through peer groups (as reflected in coalition groups and youth forums), and because access is shaped by connectivity and social inclusion dynamics discussed in earlier themes.

Theme 7: Policy and Institutional Frameworks

Global commitments, national ambition, and the implementation gap

Across countries, participants recognise that climate action and skills agendas are increasingly present in national discourse and policy. However, the dominant pattern is a perceived gap between ambition and delivery. Quantitatively, only 25 respondents (11.0%) felt current green training programmes were inclusive, while 136 (59.6%) were not sure and 67 (29.4%) said no – meaning 203 respondents (89.0%) did not affirm that existing provision is inclusive (Figure 12).

Figure 12. Inclusivity of green training programmes

11%

Respondents Affirming Inclusivity
25 respondents felt current programmes Were inclusive

59.6%

Respondents Unsure About Inclusivity
136 respondents were not sure about inclusivity

29.4%

Respondents Denying Inclusivity
67 respondents said current programmes were not inclusive

89%

Respondents Not Affirming Inclusivity
203 respondents did not affirm existing provision is inclusive

This perception is echoed in the innovation launchpads discussion, where one participant summarised the tension as: *"strong institutional intention... but... big implementation gaps"* (Researcher, Green Box).

Country interviews ground this in lived experience. In Brazil, a policymaker explicitly linked national policy direction to international commitments while stressing the need to move from statements to action: *"take the NDCs... [but] move from discourse to practice"* (Policymaker, Brazil).

In India, a sector expert framed the problem as structural and persistent: *"There is a law... the implementation... [is] a bigger challenge"* (Sector/Technical Expert, India).

Mexico offered an equally direct diagnosis: *"making laws without implementing them properly"* (Sector/Technical Expert, Mexico).

Indonesia's interviews reinforce that the issue is not policy absence but inconsistency: *"policies already exist... implementation is still inconsistent"* (Private Sector Leader, Indonesia).

Funding and delivery shortfalls

A central institutional barrier is that programmes are announced, but resourcing is insufficient – producing short-lived initiatives, limited coverage, and low credibility among youth. Quantitatively, the single highest requested support was financial: 162 respondents (68.9%) asked for scholarships, grants, or stipends.

This aligns with repeated interview evidence that funding is the 'missing middle' between policy intent and practical access. In Brazil, an educator described an approved programme that stalled immediately: *"approved... and... there was no money... No one offered to invest"* (Educator, Brazil).

In Indonesia, a policymaker linked funding directly to weakened targets: *"The main obstacle... funding... targets... had to be reduced"* (Policymaker, Indonesia).

India's policy-side evidence highlights that even where SDG and sustainability content is included, delivery often ends at the training event: *"SDGs... in training modules... but... 'after training'... missing... 'hand holding'"* (Policymaker, India).

In Brazil, NGOs describe the practical implications of underfunding for inclusion: *"no subsidy... transportation, food... it's a problem"* when calls for proposals are meant to reach vulnerable youth (NGO/CSO Representative, Brazil).

Policy coherence gaps across education, labour, and climate systems

A recurring issue is institutional misalignment: climate and skills policies are often developed without sufficient coordination across education, labour market actors, and climate institutions. Quantitatively, 107 respondents (45.5%) identified 'education not aligned with industry needs' as a barrier, reflecting perceived policy failure at the education–employment interface.

Country interviews show how this misalignment appears in practice. In India, one NGO representative questioned whether 'green skilling' is even centred in mainstream government skilling priorities: *"plumbing and carpentry are the traditional courses, right? [While for] green skilling, I don't how whether the state thinks it's a priority"* (NGO/CSO Representative, India).

In Indonesia, an NGO representative pointed to a concrete institutional gap: *"the main challenge is the availability of these skills and job themselves. The government job training centres have not yet developed any training programs for green jobs"* (NGO/CSO Representative, Indonesia).

In Mexico, an NGO/CSO representative traced the barrier back to education design itself: *"educational model... without involving... young people... the barrier starts"* (NGO/CSO Representative, Mexico). Brazilian stakeholders framed misalignment as a deeper political economy problem in how decision-makers imagine work and the future.

The launchpads discussion reinforces the same need for joined-up pathways: *"Strengthening the link between education and employment... collaborate to create... pathways"* (Speaker, Global Group), and *"disconnect between education and... labour market"* (Researcher, Green Box).

Limited youth participation and weak trust in institutional processes

Beyond 'inclusion' as access to training, youth also highlight exclusion from shaping the policies and programmes that affect them. Quantitative data indicates demand for more inclusive governance: 97 respondents (41.3%) explicitly requested inclusive policies (e.g., anti-discrimination laws).

Qualitative evidence points to participation that is often consultative or transactional rather than meaningful. In Indonesia, a youth described engagement as shallow: *"too many transactional... short-term approaches... [it] doesn't go deep enough"* (Youth, Indonesia).

In the launchpads discussion, the principle was framed clearly: *"recognising the voices of those who get impacted... and then use them to inform policy action"* (Researcher, Green Box).

Youth diaries add an additional layer: where communities have experienced extractive or one-way interventions, trust becomes conditional. In Mexico, a diagnostic captured this directly: *"What will we get in return?... If not, we are not interested"* (Mexico youth diary).

Institutional silos, bureaucracy, and missing 'operational logic'

A persistent barrier is institutional fragmentation and administrative friction – policies and programmes that exist 'on paper' but fail in delivery because responsibilities are dispersed or implementation systems are weak. In Mexico, a policymaker summarised the silo problem: *"plans... programs... strategies... all going in their own directions"* (Policymaker, Mexico).

This fragmentation connects to what one Mexican educator described as a gap in practical implementation systems: *"everything works on paper... what's missing is the operational logic"* (Educator, Mexico).

Youth diaries from Ireland show how bureaucracy can block practical innovation at the local level: *"bureaucracy holds people back... red tape and overregulation"* (Ireland youth diary).

"A central institutional barrier is that programmes are announced, but resourcing is insufficient – producing short-lived initiatives, limited coverage, and low credibility among youth."

Incentives, certification, and public-sector pathways

Participants repeatedly emphasise that inclusive green transitions require not only training, but enabling policy instruments: incentives for employers and entrepreneurs, recognised standards, and credible public-sector routes (including training centres). In India, the absence of supportive instruments for green enterprise was described plainly: *"There is no subsidies or grants for green businesses"* (Private Sector Leader, India).

In Mexico, incentives were framed as essential for technology adoption and market pull: *"If we don't have tax incentives... what motivation will they have?"* (Sector/Technical Expert, Mexico). Indonesia's interviews connect this directly to certification and standards – what counts as a recognised skill in the system: *"certification... needs to include green skills... competency units"* (Policymaker, Indonesia).

At the same time, Viet Nam's evidence shows how resourcing constraints shape reliance on NGOs to deliver what policies cannot: *"policies... not inclusive... [and] we don't have enough resources to implement programs... NGOs have... cost"* (NGO/CSO Representative, Viet Nam).

Targets, accountability, and measuring inclusion

Finally, across contexts there is an implicit demand for clearer targets and accountability mechanisms – so that 'inclusion' is not rhetorical but measurable. Indonesia provides a direct example of how targets can be set and then reduced when funding or implementation falters: *"targets... had to be reduced"* (Policymaker, Indonesia).

Brazilian civil society perspectives underscore that accountability is also about whether policy delivery reaches those most affected – especially where basic public budgets and social protection should be priorities. As one NGO representative noted, even legally prioritised budgets can fail to prevent vulnerability: *"public budget... is an absolute priority... [but]... doesn't properly... concern itself with prevention"* (NGO/CSO Representative, Brazil).

Taken together, Theme 7 shows that youth and stakeholders are not only asking for 'more policy' but for policy that works: coherent across ministries, funded to reach marginalised youth, designed with meaningful participation, and backed by incentives, standards, and accountable implementation systems.

"The main challenge is the availability of these skills and job themselves. The government job training centres have not yet developed any training programs for green jobs"

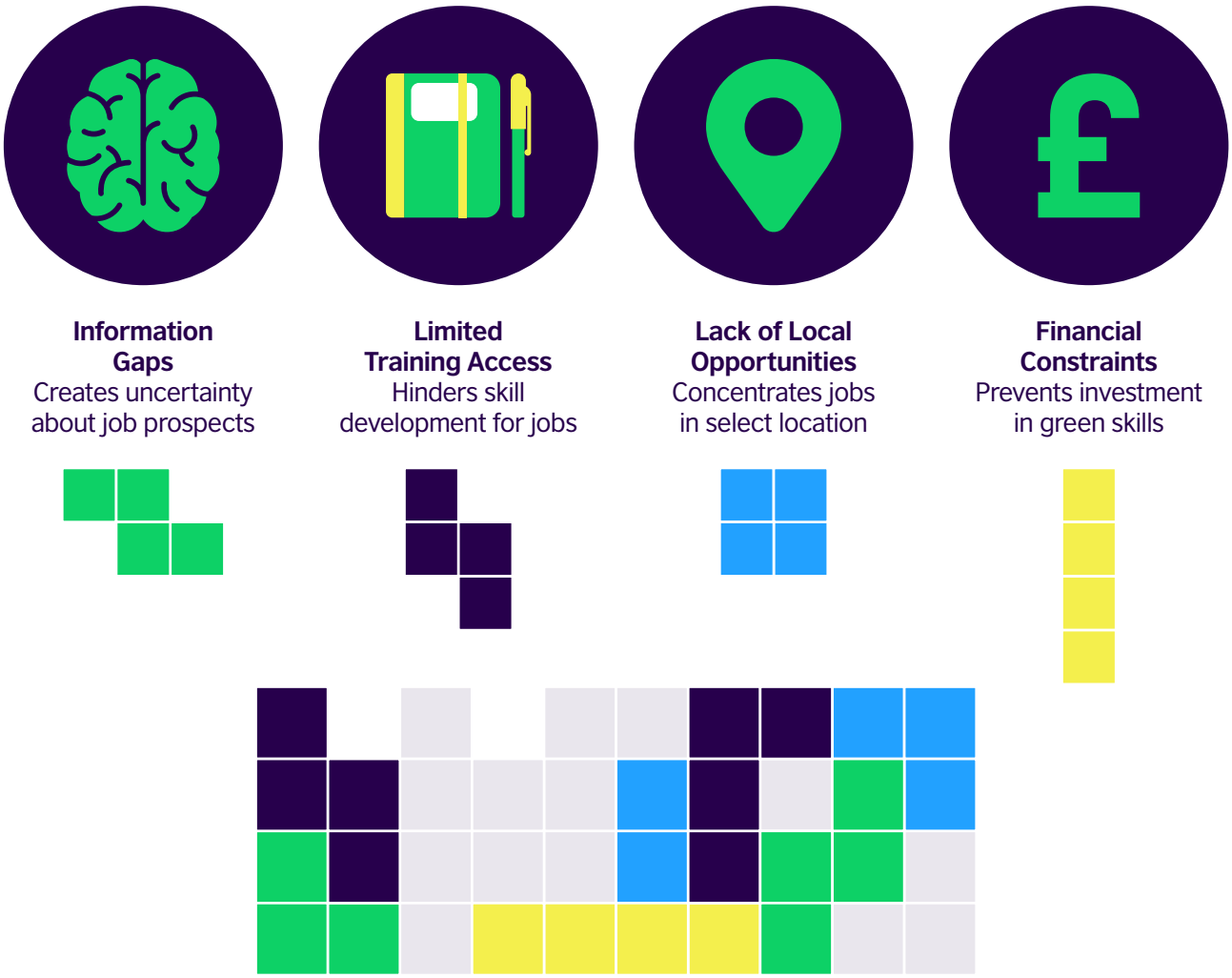
NGO/CSO Representative, Indonesia

Theme 8: Risks and Barriers

A 'triple threat' risk profile that can derail inclusion

Across the five countries, the evidence points to a clustered set of risks that – if unaddressed – can turn the green transition into a pathway that benefits a minority while deepening existing inequalities. The quantitative survey signals this clearly through a 'triple threat' of barriers: limited training access (n = 130; 55.3%), financial constraints (n = 124; 52.8%), and information gaps (n = 122; 51.9%). These pressures sit alongside a labour-market reality in which lack of local green job opportunities is the most frequently cited barrier (n = 151; 64.3%), reinforcing the risk that opportunities remain concentrated in select locations or sectors. In practice, these combined barriers are already shaping lived experience: 162 respondents (69.0%) report facing challenges accessing green opportunities (Figure 13).

Figure 13. Green job access hindered by multiple barriers



This risk profile matters because it is not evenly distributed. Respondents perceive specific groups as most likely to be left behind – particularly youth with disabilities (n = 138; 58.7%), rural youth (n = 132; 56.2%), and ethnic/Indigenous minorities (n = 121; 51.5%), with non-English speakers (n = 75; 31.9%) also flagged as vulnerable (Figure 14).

Figure 14. Perceived vulnerability of youth groups

Gatekeeping of green opportunities

A recurring fear is that green pathways will reproduce the same gatekeeping patterns already visible in other sectors: the same institutions and networks recycling opportunity among those with credentials, social capital, and proximity to urban hubs. This risk is reflected quantitatively through the dominance of 'local job scarcity' (n = 151; 64.3%) and 'information gaps' (n = 122; 51.9%) – conditions that often translate into opportunity flowing through informal networks rather than open, accessible pipelines.

Brazil provides a sharp articulation of this exclusionary dynamic. Youth described a closed ecosystem where new entrants struggle to break in: *"the same people doing the same things... they don't encourage new people"* (Youth, Brazil). Another youth linked elite capture directly to affordability, language, and privilege: *"restricted to those who can pay, speak fluent English, or have a network of privilege"* (Youth, Brazil).

Mexico interviews extend this critique beyond jobs into the politics of knowledge. Youth from historically marginalised communities describe a pattern of extraction – where privileged actors seek access to local and ancestral knowledge without equitable participation: *"People in privileged positions often want access to that knowledge... but... we are not properly included"* (Youth, Mexico). Another youth highlighted how this becomes commodified: *"There are many people who pay to learn things that we already know"* (Youth, Mexico).

The innovation launchpads discussion surfaced the same 'cream-skimming' risk in recruitment and professional pipelines. One speaker observed: *"Consultancies... look for the... MBA grads... but what about those... not that skilled?"* (Speaker, India).

Green jobs perceived as elitist and culturally distant

Beyond structural gatekeeping, there is a reputational risk: green jobs can be framed as elitist, urban, or 'not for people like us' – especially where they are associated with expensive courses, unpaid entry routes, or professionalised advocacy spaces. The diaries include a clear example of this cultural framing, where green energy is dismissed as a *"middle-class issue"* (Ireland youth diary), signalling how class perceptions can alienate working-class youth from the transition narrative.

Affordability reinforces this perception. In the launchpads discussion, high course costs were described as an exclusion mechanism: *"the diploma courses... [are] very... high in price... youth cannot afford"* (Youth Researcher, India).

When 'green' is seen as something you must pay to enter – or something tied to certain languages, networks, or lifestyles – its promise of inclusion weakens, and participation risks becoming concentrated among the already-advantaged.

Financial barriers, unpaid entry pathways, and the 'experience trap'

Financial constraints operate as both a direct barrier and a multiplier of other risks. Quantitatively, financial constraints (n = 124; 52.8%) are among the top barriers reported. This aligns with the high demand for direct financial support – 162 respondents (68.9%) requested scholarships, grants, or stipends – suggesting many youth cannot access training or early career routes without subsidy.

The survey's scale indicator becomes the warning signal: 69.0% of youth already report access challenges, and the most vulnerable groups are clearly identified. If institutions do not move from ambition to inclusive delivery... the transition risks becoming a system that only the already-resourced can enter.

Finance barriers carry a gendered dimension that warrants explicit attention. Women pursuing green entrepreneurship face additional constraints from network-dependent funding models that disadvantage those with less social capital, the relative scarcity of women-specific green finance instruments, and the compounding effect of caregiving responsibilities on business development capacity. In Mexico, a sector expert quantified this disparity in striking terms, noting that it is approximately 40 per cent harder for a woman to seek funding or capital. Survey data shows that women respondents were slightly more likely to cite finance as a top barrier, and qualitative evidence from Brazil and Mexico describes how women's green enterprise, though often innovative and community-embedded, is constrained by reputational risks unique to women-led ventures and by funding ecosystems that privilege established networks over grassroots innovation. These gendered finance barriers are not secondary to the broader financial access challenge; they represent a distinct layer of exclusion that must be addressed through dedicated instruments, including women-targeted micro-grants, gender-lens investment criteria, and procurement mechanisms that recognise women-led green enterprises.

Country interviews show how costs materialise: fees, travel, equipment, and the inability to take unpaid or low-paid placements. In Indonesia, a youth described cost as a recurring exclusion driver: *"programs often charge fees... I also rarely see programs offering scholarships"* (Youth, Indonesia).

Brazil adds a labour-market dynamic that locks youth out even when they have motivation: *'the 'experience trap,' where job openings require experience... but you can only get experience by getting a job"* (Sector/Technical Expert, Brazil). This becomes especially exclusionary when 'experience' is acquired through unpaid internships or informal connections – conditions already reflected in the survey's financial barrier pattern.

The diaries highlight how financial and linguistic barriers compound each other. A youth described specialised courses as doubly exclusionary: *"Most specialized courses... [are] expensive, are in another language"* (Mexico youth diary), implying both cost barriers and translation/credential hurdles.

Information gaps, language barriers, and credibility filters

Information is repeatedly framed as a gatekeeper: knowing where opportunities are, what skills are needed, and how to apply. Quantitatively, information gaps (n = 122; 51.9%) are a top barrier, and broader evidence shows high demand for clearer guidance and pathways.

Viet Nam offers a direct account of how information exclusion happens through networks and forums: *"Sometimes I am left out... I don't have access to that information... not in a certain... network"* (Youth, Viet Nam).

Language operates as a further filter. Respondents explicitly identify non-English speakers (n = 75; 31.9%) as vulnerable to being left behind, which intersects with the 'pay/privilege' dimension voiced in Brazil and with diary accounts of training being inaccessible due to language.

Credibility bias also appears – where youth ideas or participation are devalued because of age or perceived 'trajectory'. A diary reflection captures this as an institutional norm: *"people with longer trajectories... predominate... limiting the valuation of youth ideas"* (Mexico youth diary).

Climate impacts intensifying economic vulnerability

Another core risk is that climate impacts themselves erode the foundations needed for inclusion – livelihood stability, household income, and the ability to invest time in training or entrepreneurship. Mexico's interviews frame this as climate injustice: *"climate change... affects the poor, people with fewer resources"* (Sector/Technical Expert, Mexico).

Viet Nam's evidence reinforces how exposure and vulnerability concentrate in rural and marginalised groups: *"people in the rural area... will be the first ... affected"* (Sector/Technical Expert, Viet Nam).

This intersects with the survey's vulnerability profile – where disabled, rural, and ethnic/Indigenous youth are most frequently identified as at risk – and with the reality that 69.0% (n = 162) already report challenges accessing opportunities. When climate shocks intensify livelihood insecurity, the 'time and money' required to enter green pathways becomes even harder to access.

Out-migration and loss of cultural knowledge

Migration emerges as both a coping strategy and a risk to inclusive transitions – especially when rural areas lose young people, productive systems, and intergenerational knowledge. Viet Nam interviewees describe a steady shift away from rural livelihoods: *"youngster are leaving the area... for Big City... better income, less agricultural work"* (NGO/CSO Representative, Viet Nam). A policymaker linked this explicitly to climate pressure: *"'The Migration'... that's what we call climate migration"* (Policymaker, Viet Nam).

India's evidence similarly links migration to resource extraction and water scarcity: *"The dams in remote areas provide water to cities. While the people living there, the farmers and the tribes, they themselves don't get water when they want it. They can only do small scale agriculture for three to four months. After, they will leave their villages and go to work in factories. They don't have opportunities for doing climate resilient agriculture"* (Policymaker, India).

Youth diaries offer a vivid account of cultural loss tied to economic decline in agriculture: *"produces the migration... abandoning their homes, their family and their traditions"* (Mexico youth diary). Another diary captures the irreversibility of this process: *"There are those who do not return, and the family productive system is ending... this business is no longer profitable"* (Mexico youth diary).

The risk here is not only demographic. It is also epistemic: when youth leave, local knowledge systems weaken – precisely when adaptation and locally led transitions depend on place-based knowledge and community continuity.

Psychological strain, climate anxiety, and fear-based self-exclusion

Finally, participants highlight psychological barriers as a real constraint on participation – ranging from climate anxiety to fear of being different, fear of entering elite spaces, and the demoralisation that comes with repeated obstacles. The diaries explicitly reference *"climate-induced anxiety in childhood"* (Viet Nam/Global youth diary), signalling that mental health burdens can begin early and shape confidence and agency over time.

"We might change the energy source...
but the social structure will remain the same"

Youth, Brazil

Viet Nam interviews describe psychological barriers as conformity pressure and fear of deviating from accepted norms: *"fear of being different... You also don't want to go beyond the framework"* (NGO/CSO Representative, Viet Nam).

Brazilian youth describe a parallel fear in institutional spaces: *"The fear of not being at the same level... paralyses their voices"* (Youth, Brazil).

Indonesia adds that perseverance itself is not guaranteed where systems repeatedly block progress: *"mental toughness... is still underdeveloped"* (Private Sector Leader, Indonesia).

The risk of institutional inaction deepening inequality

Across the dataset, there is a recurring warning: without deliberate inclusion, the transition can progress 'technically' while remaining socially unequal. Youth point to short-term, transactional engagement that fails to build lasting pathways: *"too many transactional... short-term approaches"* (Youth, Indonesia).

Diaries also point to low urgency and administrative barriers that slow down action and discourage participation: *"lack of political will or urgency"* and *"bureaucracy holds people back"* (Ireland youth diary).

Brazilian youth capture the core risk in a stark formulation: *"We might change the energy source... but the social structure will remain the same"* (Youth, Brazil).

In this context, the survey's scale indicator becomes the warning signal: 69.0% of youth (n = 162) already report access challenges, and the most vulnerable groups are clearly identified. If institutions do not move from ambition to inclusive delivery – through funded pathways, transparent information, accessible training, and active anti-exclusion measures – the transition risks becoming a system that only the already-resourced can enter.

Youth Diary – "Green jobs" without institutions

A 'green job' in environmental health: when the role doesn't exist in the system

A youth diarist trained in public health describes seeking to apply environmental health and sustainability expertise after postgraduate study, only to find that the labour market and public institutions offer few formal roles. The diary provides a clear illustration of skills-to-jobs mismatch driven not by youth motivation, but by institutional absence – no dedicated teams, weak mandates, and limited recognition of climate–health as core public policy.

The diarist expected clearer pathways: "I imagined that there would be clear career paths leading into this field... But my experience has shown me how limited the opportunities actually are." After returning home, they report discovering that relevant roles "barely exist" and that health systems lack designated responsibility for sustainability: "Clinics and hospitals... also lack departments or even staff responsible for environmental health." The diarist frames the constraint as structural rather than individual: "It is not just about financial limits; it is about structural gaps in how governments and organisations think about sustainability."

4

Comparative Snapshot: Asia and Americas

Why this comparison matters

Across both regions, the green transition is widely understood as a skills-and-jobs opportunity, but youth inclusion depends on whether real pathways exist: affordable learning, credible work experience, transparent recruitment, and local labour-market absorption. The comparative picture shows shared bottlenecks, but also different 'friction points' shaped by institutional design, geography, and how power and legitimacy operate in climate and green work.

Shared realities across Asia and the Americas: the 'pathway bottleneck'

Across the dataset, youth in both regions are navigating the same basic constraint: the pipeline is narrower than the promise.

The quantitative survey captures this in three signals that cut across contexts:

- Local job scarcity is the dominant constraint: 151 respondents (64.3%) cite 'lack of local green job opportunities,' while only 44 (19.9%) perceive 'high demand' for green jobs.
- Inclusion is seen as uncertain or weakly delivered: only 25 respondents (11.0%) perceive current green training programmes as inclusive; 136 (59.6%) are unsure, and 67 (29.4%) say they are not inclusive.
- The access conditions for inclusion are consistently requested: 119 respondents (50.6%) ask for local training opportunities and 104 (44.3%) ask for networking support – signalling that where training is centralised, youth rely on networks to access it.

This shared 'bottleneck' shows up in similar ways in both regions:

- Skills-to-jobs mismatch: training exists (sometimes), but entry routes and absorption are inconsistent.
- Geography as destiny: rural youth and remote communities face layered barriers; the survey also flags geographical isolation (57 respondents; 24.3%) as a recurring issue.
- Intersectional exclusion is the default risk, not the exception: disabilities (138; 58.7%), rural youth (132; 56.2%), ethnic/Indigenous minorities (121; 51.5%), and non-English speakers (75; 31.9%) are widely perceived as most at risk of being left behind.

What differs, however, is where the bottleneck tightens most sharply – and whichactors youth depend on most to navigate it.

"Intersectional exclusion is the default risk, not the exception"

Divergent realities: where the bottleneck 'pinches' differently

1) The 'delivery system' for skills: vocational retrofit in parts of Asia vs. participation-cost barriers in the Americas

In parts of Asia, the evidence repeatedly frames the solution space as retrofitting existing skills institutions – especially vocational systems – so they can credibly train for emerging green roles and transitions. This is expressed in Indonesia through a pragmatic, 'start where you are' approach: *"What is needed are only small adjustments at the industrial sites... Why don't the BLK (Vocational Training Centre)... start training workers for the green energy sector?"* (Private Sector Leader, Indonesia).

In the Americas, the friction point surfaces more often as the cost of participation – transport, food, and the practical ability to stay engaged long enough to benefit – especially for vulnerable youth. A Brazil stakeholder makes this design constraint explicit: *"I'm opening a call for proposals to reach this audience, a young person, especially a vulnerable one, but my project doesn't have a subsidy to provide transportation, food, and professional development... it's a problem.*" (NGO/CSO Representative, Brazil).

Comparative implication:

- In parts of Asia, strengthening inclusion often starts with institutional capability (TVET standards, certification, industry alignment).
- In parts of the Americas, strengthening inclusion often starts with participation feasibility (stipends, transport, wraparound support), because the 'ability to show up' is itself a barrier.

2) Sector pathways: locally grounded production models in Asia vs labour-market incoherence in the Americas

In Asia, the thematic evidence frequently describes green opportunity through locally adapted livelihood and production models, including agriculture-linked climate solutions. Viet Nam offers a concrete example of applied mitigation/adaptation embedded in local systems: *"The model of shrimp farming combined with rice cultivation... they raise shrimp in one crop and grow rice in another crop... to reduce the amount of emissions."* (Private Sector Leader, Viet Nam). Another private sector leader acknowledged the need for certification that values local wisdom and called for official systems to professionalise green workforce (Viet Nam).

In the Americas, the friction point is often less about identifying a promising model and more about the coherence of the opportunity system – how education, jobs, and political-economic incentives align (or fail to). One participant of the roundtables noted that in Mexico, *"we have strong environmental laws and curricula, but no jobs to match"* (Youth, Mexico). Similar reflection was echoed by another participant: *"We learn theory, but never how to build a project or secure funding"* (Youth, Mexico).

Comparative implication:

- In parts of Asia, the pathway challenge often becomes how to professionalise and scale locally grounded green models through credible skills and standards.
- In parts of the Americas, the pathway challenge often becomes how to stabilise and operationalise a fragmented opportunity landscape, where the 'rules of the game' feel inconsistent.

3) The geography of opportunity: internal concentration dynamics look different

Both regions show rural–urban divides, but the 'shape' differs.

In Indonesia, the labour-market mismatch is described not only as rural exclusion, but also as internal concentration of expertise within certain islands – creating 'imported labour' dynamics that weaken local pathways: *"There are many projects in Eastern Indonesia that still rely on human resources from Java – and this is where the mismatch happens."* (Sector/Technical Expert, Indonesia).

In the Americas, the concentration dynamic is more often framed around who can realistically access opportunities given the costs and where programmes are located – meaning the pathway problem is experienced as a lived exclusion even when training exists (because it remains practically unreachable without support). This is consistent with the strong cross-sample demand for financial support (162 respondents; 68.9%).

Comparative implication:

- In parts of Asia, inclusion strategy needs to address sub-national concentration (capability and workforce 'importation').
- In parts of the Americas, inclusion strategy needs to address participation economics (costs and centralisation).

4) Power and recognition: 'who does the work' vs 'who gets the visibility'

A distinctive thread in the Asia evidence (particularly India) is that climate-relevant work may be occurring 'on the ground,' but recognition, leadership visibility, and formal opportunity often accumulate elsewhere. One youth captures this as a visibility gap: *"the actual interventions... that happens on the ground are mostly done by indigenous people and the rural communities themselves... And I think they don't get the limelight that they deserve."* (Youth, India).

In the Americas, related dynamics often appear as questions of legitimacy and access to decision-making and resourcing – less about whether the work exists, and more about who gets included in funded and formalised pathways. (This aligns with the survey's identification of ethnic/Indigenous minorities as at risk: 121 respondents; 51.5%.).

Comparative implication:

- In parts of Asia, inclusion design needs to elevate recognition and progression for rural/Indigenous contributors into formal pathways.
- In parts of the Americas, inclusion design needs to address who controls resources and entry routes, so participation is not symbolic.

5) Digital visibility and perceived value: 'if it isn't visible, it doesn't count' (more explicit in the Americas evidence)

A notable Americas-specific signal (Mexico) is how opportunity valuation becomes tied to what is visible in dominant digital spaces – creating an additional exclusion layer for youth and communities whose work is not 'platform-visible.' One educator shares her experience working with young people on the ground: *"[I said], 'hey, this could be your project', and the kid was like, 'really? Will they pay me to give workshops about native bees?' If it doesn't appear on social media, the young people don't see themselves there. They think it has no value*" (Mexico). In addition to this, she also sees them problem as a loss of local knowledge: *"I would arrive in communities and ask, 'What do you know about climate change?' Before, they would answer 'Well, my grandfather used to say it rained more, or my mom...' now, they grab their phone and give you answers from artificial intelligence. They don't see [their experience]"* (Educator, Mexico)

This sits alongside broader cross-sample evidence in both Asia and the Americas that information and networks matter as much as training supply (e.g., networking support requested by 104 respondents; 44.3%).

Comparative implication:

- In parts of the Americas, pathway-building often needs an additional layer of narrative infrastructure (visibility, legitimacy, signalling), not only training provision.
- In parts of Asia, pathway-building more often centres on institutional readiness and credible certification, though information gaps still matter across both.

We have strong environmental laws and curricula, but no jobs to match"

Youth, Mexico

Spotlight: Next Generation Brazil

Why pair these two evidence bases?

Next Generation Brazil provides a high-resolution national portrait of youth lives and inequality, based on a large-scale mixed-method design (survey n=3,248 across all regions, plus qualitative research with marginalised groups).

This study adds a focused green skills + just transition lens across five countries (including Brazil), enabling Brazil-specific insights to be read against a wider comparative evidence base and a clearer "skills-to-jobs pathway" framing.

Where the findings strongly converge

- Education-to-opportunity mismatch: Both studies show youth want education that is more relevant to real work and future demand, alongside better guidance and support in navigating pathways.
- Digital divides as opportunity divides: Next Generation Brazil documents persistent gaps in digital preparedness and connectivity across territories and groups, while this study shows youth explicitly requesting improved digital learning tools and platforms as part of skills access.
- Inclusion is judged by delivery, not ambition: Next Generation Brazil stresses that policies must be funded, implemented and monitored; this study similarly finds weak confidence in whether programmes are inclusive in practice and highlights financing as a defining access condition.
- Climate impacts are socially uneven: Next Generation Brazil highlights that climate shocks disproportionately affect low-income groups, favela residents and Indigenous communities and are not matched by adequate inclusion in decision-making; this study similarly identifies intersectional exclusion risks as central to whether green opportunities are accessible.

What this study adds to the Brazil narrative

- A pathway metric that NextGen does not centre: while Next Generation Brazil spans education, work, identity, civic engagement and climate, this study concentrates on the "conversion gap" from skills to livelihoods – showing that the dominant barrier is lack of local green jobs (151; 64.3%) and that youth want practical bridges (local training, mentorship, job information).
- Sector visibility for green opportunities: this study pinpoints where youth most clearly see green opportunity (renewables, circular economy/waste, agriculture) and where pathways are less visible (manufacturing/cleaner production), supporting more targeted Brazil programming for COP30 legacy and beyond.
- A sharper inclusion segmentation for skills programmes: the study's vulnerability signals (disabled, rural, ethnic/Indigenous, language barriers) align with Next Generation Brazil's "many Brazils" framing – reinforcing the need for designed inclusion rather than generalised youth offers.

*n=3,248 = 3,248 young people aged 16–35 across all regions of Brazil. Female (cis 51% and trans 1%) and male (cis 43% and trans 1%). A further 1% of Next Generation Brazil youth self-declared as non-binary, and 1% said they were gender fluid.

5 Key Recommendations

This report brings together many insights and lessons drawn from the experiences of key informants, youth diarists, and participants in launchpads. Our research findings emerge from cross-method triangulation: surveys, diaries, interviews, and roundtables, as well as cross-stakeholder triangulation: comparing youth perspectives with those of educators, policymakers, practitioners, experts, and NGO representatives. For those interested in a deeper understanding of our research journey and methodology, further details can be found in Chapter 2. Building on this foundation, these recommendations translate evidence into design choices for policies and programmes that aim to deliver an inclusive, youth-centred green transition.

Global recommendations

Who this is for: multilateral agencies, global donors/funders, global standard setters, international NGOs, global private sector coalitions.

1. **Adopt a global 'Inclusive Green Pathways' baseline package** (applied across funded programmes).
   - Require every funded initiative to include: paid work-based learning, mentorship, wraparound support (transport/data/childcare/assistive needs), and job linkage (or enterprise pathway) as non-negotiables.
2. **Standardise inclusion metrics and disaggregated reporting across green skills programmes.**
   - Make it mandatory (where safe and appropriate) to track participation and outcomes by gender, disability, rural/urban, and marginalised identity dimensions.
   - Tie funding continuation to evidence of reducing drop-off for marginalised youth, not only enrolment.
3. **Shift donor financing toward 'learning-to-earning' models (not training-only).**
   - Incentivise programmes that bundle: training + paid placement + employment/enterprise outcomes + follow-on support ('handholding') for at least 6–12 months.
4. **Create interoperable recognition for non-formal learning and micro-credentials.**
   - Fund and promote portable credentials that recognise community learning, apprenticeships, and project-based experience – so youth outside formal education can still progress.
5. **Support global open resources for applied climate education and green careers guidance.**
   - Invest in adaptable toolkits: applied curriculum units, instructor guides, community project templates, and a careers 'role-to-skills' map that countries can localise (language, sector, informal economy realities).
6. **Build global employer commitments for paid entry routes.**
   - Establish a coalition that commits to minimum quotas/targets for paid apprenticeships/internships, first-job schemes, and rural/sub-national placements, with safeguards for decent work and inclusion.
7. **Make youth participation resourced and decision-linked.**
   - Require that global programmes include paid youth advisory roles with clear influence over design, selection criteria, safeguarding, and accountability mechanisms.
8. **Challenge gendered framing of skills within sustainability.**
   - Design programmes to be inclusive across genders, regardless of a focus on human or technical skills, ensuring the green transition draws on the full range of talent.

Regional recommendations

Who this is for: regional agencies, regional donor/funders, regional private sector coalitions, NGOS, regional advocacy groups, youth networks.

Building on cross-regional analysis (see further Chapter 4), these recommendations identify emerging opportunities across the Americas and Asia.

Latin America priorities (Brazil + Mexico-facing, but regionally transferable)

1. **Create regional 'green pathways' occupational maps that include informal and community enterprise routes.**
   - Make visible the full range of green work: circular economy, waste and recycling value chains, regenerative agriculture, nature-based livelihoods, and municipal climate roles – not only corporate jobs.
2. **Regional finance instruments for inclusive youth green enterprise.**
   - Launch a regional micro-grants + mentorship facility with dedicated windows for women-led and rural/Indigenous-community-linked enterprises, including market access support (buyers, procurement, certification assistance).
3. **Regional mutual learning on decarbonising industry while protecting youth access.**
   - Create a practitioner network focused on 'cleaner production' skills pathways (including technician roles, quality/control, maintenance, data/traceability), to raise the visibility of manufacturing-linked green jobs\and make entry routes clearer.
4. **Strengthen regional mechanisms that protect community knowledge from extractive participation.**
   - Require ethical engagement protocols for programmes working with Indigenous/local knowledge: benefit-sharing, community consent, fair recognition and credit to indigenous knowledge, and youth inclusion in decision-making and paid roles.
5. **Require ethical engagement protocols for programmes working with Indigenous/local knowledge: benefit-sharing, community consent, fair recognition and credit to indigenous knowledge, and youth inclusion in decision-making and paid roles.**
   - Ensure that Indigenous intellectual property is explicitly protected in all programmes that engage with traditional ecological knowledge, including through prior informed consent mechanisms, formal attribution requirements, and equitable benefit-sharing arrangements that prevent the appropriation of Indigenous knowledge by external actors. Regional programming should support the documentation and codification of Indigenous knowledge on terms defined by communities themselves, and ensure that Indigenous youth are supported as knowledge-holders and innovators, not merely as participants or beneficiaries.
6. **Spanish–Portuguese localisation by design.**
   - Ensure regional initiatives build bilingual resources and local-language delivery models as a baseline (including Indigenous language accessibility where relevant).

South + Southeast Asia priorities (India, Indonesia, Viet Nam-facing, but regionally transferable)

1. **Regional standards for renewable energy and climate-resilient livelihoods training.**
   - Create common competency profiles for high-growth roles (solar/wind installation and maintenance; energy efficiency; climate-smart agriculture; circular economy operations) so credentials are credible and portable.
2. **Invest in TVET modernisation as the backbone of inclusion.**
   - Regional programming should prioritise upgrading equipment, instructor capability, and industry alignment for vocational centres – especially outside capital cities.
3. **Regional programme design for remote and low-connectivity settings.**
   - Scale hybrid models: mobile training units + community hubs + low-bandwidth digital learning + radio/peer facilitators.
4. **Plan 'just transition' workforce movement explicitly where fossil pathways remain dominant.**
   - Build bridging programmes that help youth transition from legacy sectors into renewables and circular economy roles (with paid training and employer linkage).
5. **Regional solutions for climate migration pressures.**
   - Support sub-national livelihood programmes that make it possible for youth to stay and work locally (especially in climate-affected rural areas), reducing 'forced' migration driven by lack of opportunity.
6. **Recognise and integrate Indigenous and local knowledge systems into green skills frameworks.**
   - Co-design curricula with Indigenous communities, ensure that traditional ecological knowledge in areas such as forest management, water conservation, and climate-resilient agriculture is valued alongside scientific and technical training.
   - Protect Indigenous intellectual property through formal protocols\and ensure Indigenous youth are supported as knowledge-holders\and leaders in regional climate programming.

Country-specific recommendations

Who this is for: policymakers, trainers and educators, private sector leaders, sector experts, local and national NGOs, youth groups.

Our key findings which draw on insights across the five focus countries (see further Chapter 3) and regional comparisons (see further Chapter 4), point to the following country-specific recommendations:

Brazil

1. **Build sub-national green pathways for the North and Northeast,** with targeted financing and local delivery partners to reduce regional opportunity concentration.
2. **Create paid entry routes** (apprenticeships, first-job schemes) that reduce reliance on elite networks and unpaid pathways.
3. **Institutionalise practical, community-linked climate learning** through partnerships with social movements, local organisations, and applied project models.
4. **Strengthen safeguards and reporting for harassment and unsafe work environments,** especially for young women entering male-dominated or field-based roles.
5. **Accelerate 'cleaner production' and industrial decarbonisation skills pathways** by mapping entry-level roles and funding employer-linked training pipelines.

India

1. **Make climate/environment learning assessable and applied,** so it becomes a serious, competency-driven part of schooling and skilling.
2. **Require job linkage in publicly funded green skilling** (placement targets, paid internships, employer co-design), to avoid training without outcomes.
3. **Scale hands-on technical pathways** for renewables and energy services (installation, maintenance, diagnostics) through TVET + apprenticeships.
4. **Rural inclusion packages:** local training delivery, travel stipends, and decentralised information/career guidance, so access isn't urban-dependent.
5. **Enable green entrepreneurship** via practical support (micro-grants,\ market linkage, procurement access), especially where formal green jobs are limited.
6. **Strengthen gender-responsive inclusion in green skills and employment pathways** by expanding women's access to technical training in renewables and climate-smart agriculture, providing safe and accessible training environments, supporting women's green entrepreneurship through dedicated micro-finance and mentorship, and addressing care burdens through flexible training schedules and childcare provisions.
7. **Integrate disability-inclusive design into green skills programmes** by ensuring training facilities, materials, and digital platforms are accessible, partnering with disabled people's organisations to co-design outreach and curricula, and establishing targets for disability inclusion in publicly funded green employment and enterprise schemes.

Indonesia

1. **Upgrade vocational/job training centres to deliver green-industry-relevant training** (equipment, curricula, instructor capacity, employer alignment).
2. **Develop region-specific training tied to local economic potential** (e.g., agriculture, fisheries, plantation/commodity value chains, circular economy), not one-size-fits-all national programmes.
3. **Create government-supported youth green jobs forums** that provide trusted information, referral pathways, and peer learning – especially for marginalised youth.
4. **Embed green skills into certification frameworks** so credentials match emerging roles and are recognised by employers.
5. **Build explicit transition bridges out of coal-dependent pathways** into renewables and circular economy roles, with paid training and placement support.
6. **Expand women's participation in technical green skills,** particularly in renewable energy, manufacturing, and circular economy roles, by building on existing programmes that support women in technical workspaces, providing targeted scholarships and mentorship for women in TVET and green industry pathways, and ensuring that fisherwomen and rural women already leading adaptation work are connected to formal training, recognition, and finance.
7. **Ensure disability inclusion across green skills and employment programmes** by mandating accessibility standards in vocational training centres, developing adapted curricula and assistive learning tools, and including disability-disaggregated targets in national green jobs and TVET frameworks.

Mexico

1. **Shift climate/environment learning from 'optional' to core** through applied curricula, local case-based learning, and stronger school–community partnerships.
2. **Establish regional development hubs based on local 'natural vocation'** (e.g., agriculture/forestry, water, circular economy) that combine training + enterprise support + job matching.
3. **Expand inclusion measures for rural and low-connectivity youth** via offline-first guidance, local recruitment, transport/data support, and community intermediaries.
4. **Strengthen women's inclusion in green enterprise and leadership** through targeted finance windows, mentorship pipelines, and procurement access.
5. **Reduce institutional silos** by creating a single operational delivery mechanism that aligns education, labour, climate, and local economic development actors around shared targets.

Viet Nam

1. **Localise climate learning and training** (language, examples, and region-specific framing), ensuring programmes are understandable and usable in everyday contexts.
2. **Target ethnic minority inclusion deliberately** with tailored outreach, trusted intermediaries, and accessible training design (not generic national rollouts).
3. **Fund NGO–government delivery partnerships sustainably,** recognising NGOs as key implementers where public resources and reach are constrained.
4. **Strengthen youth networks and career navigation systems** to improve access to trusted information and opportunity pathways.
5. **Address climate migration by investing in local green livelihoods,** especially in rural and climate-affected areas, so staying becomes economically viable.
6. **Address the gender dimensions of green transition** access by recognising and reducing women's disproportionate care and household burdens, which directly constrain participation in training and employment. Design flexible, community-based training models that accommodate women's time constraints, invest in women's green entrepreneurship in climate-resilient livelihoods, and ensure women are represented in climate decision-making at local and national levels.
7. **Incorporate disability-inclusive provisions into green skills programmes and climate adaptation planning,** including accessible training delivery, outreach to disabled youth through trusted intermediaries, and partnership with disability organisations to ensure green transition benefits reach all groups.

Spotlight:

How the United Nations climate change conferences – the Conference of the Parties (COP) and the Conference of Youth (COY), which support the United Nations Framework Convention on Climate Change (UNFCCC) can be a catalyst for change and opportunity to implement recommendations in policy

Launched in 2024, our climate change strategy, The Climate Connection, is the British Council's response to climate change. We have committed to an ambitious portfolio of climate projects and new partnerships to amplify our global impact, while operating in a more environmentally responsible manner. Participating in COP and COY is an opportunity to advocate for the role of education and arts and culture in addressing climate change, working with strategic partners and young people and sharing learning from global best practice including research.

From Innovation Launchpad to COP cycles

The British Council's Climate Connection Hive creates inclusive spaces for young people to engage in climate conversations, share lived experience, and contribute to discussions on how climate action, education, and opportunity can become more inclusive and accessible. This work builds on earlier British Council youth climate engagement linked to COP26, including the Global Youth Letter and the 8,000 Rising campaign, through which over 8,000 young people set out priorities for climate action ahead of COP26. Through the COP29–COP30 cycle, this work evolved into the Climate Connection Hive research, designed to build on those earlier demands by exploring in greater depth the skills pathways, gaps, and barriers shaping young people's access to green opportunities. The COP29 survey formed the first stage of this research and helped shape its focus and emerging research questions. These were further developed and tested through in-person workshops at COP29 in Azerbaijan, led with young people. Alongside this, the research process was strengthened through continued engagement across COP30 and COY20 in partnership with YOUNGO, the official youth constituency of the UNFCCC. The Innovation Launchpads were convened as part of this Hive research process. These were two sessions bringing together young people, policymakers, and educators to review emerging findings, test their relevance, and co-develop responses. They supported a shift from evidence gathering towards applied, solution-focused dialogue.

What the Evidence Shows

Across both discussions and the research survey, a consistent message emerged: young people do not only need more training opportunities, but clearer pathways connecting learning to paid experience, employment, and participation within the green economy: while 90.1% of respondents identified green skills as important or very important, 69.0% reported difficulties accessing green opportunities, with lack of local green jobs identified as the biggest barrier (64.3%). Participants also emphasised the importance of mentorship, accessible local training, better careers information, and stronger support systems that help young people move from learning into work.

COP Cycles as a Platform for Collaboration and Continuity

Reflecting both the research findings and the launchpad discussions, this section outlines the recommendations that can be shared at COPs with the intention to support ongoing conversations around Action for Climate Empowerment (ACE), the UNFCCC framework for climate education, training, public awareness, participation, and access to information; YOUNGO's Global Youth Statement alongside inclusive transition pathways and long-term implementation. The Climate Connection Hive's engagement across COP29 and COP30 demonstrated how COP cycles can provide opportunities not only for advocacy and visibility, but also for longer-term collaboration and implementation-focused dialogue across regions and institutions. Against this backdrop, COP31 presents a timely opportunity to advance these discussions.-With Türkiye hosting in Antalya, Australia leading the preparatory process as President of Negotiations, and a Pacific-focused pre-event process planned, COP31 stands out for its shared, multi-regional leadership approach. This provides a possible platform for continued collaboration on how green transitions can better integrate learning, participation, and local employment pathways for young people.

Advocating for Recommendations at COP

The following recommendations translate the evidence into action-oriented priorities for climate change policy and processes and the wider youth skills ecosystem. They are intended for governments, education providers, employers, funders, and implementing partners working across climate and skills systems.

Recommendation 1: Explore an 'Inclusive Green Pathways' Minimum Package

Based on the report's findings, this research highlights the potential value of exploring a common minimum standard for funded green skills programmes. COP31 could be an opportunity to convene or support discussions around approaches that incorporate paid work-based learning, mentorship, and wraparound support, including transport, connectivity, childcare, and accessibility provision. These priorities directly reflect what young people identified as necessary to participate more fully in green opportunities, while also responding to exclusion risks facing groups perceived as most likely to be left behind, including disabled youth, rural youth, and ethnic or Indigenous youth. Over time, such principles could inform a shared reference point for more inclusive green pathways approaches across future COP cycles.

Recommendation 2: Strengthen Local Skills-to-Jobs Pathways in Sectors Young People Already Associate with Green Opportunity

The findings suggest value in prioritising sectors that young people already associate with green opportunity; renewables (82.6%), circular economy and waste (82.6%), and agriculture (77.0%), rather than relying solely on broad "green jobs" framing. Within these sectors, future initiatives could support more localised or sub-national approaches that better connect training provision with employer demand, public investment, and enterprise support. This reflects a practical response to the barriers most frequently identified by participants, particularly the lack of local green jobs and the disconnect between training and employment opportunities. Over time, these approaches could be revisited and adapted across successive COP cycles to reflect changing labour market needs and regional contexts.

Recommendation 3: Strengthen Access to Green Careers Information and Navigation Pathways

Launchpad discussions put to the forefront the notion that green opportunities often remain difficult for young people to navigate, particularly for those without existing networks or connections. The findings suggest value in exploring more accessible and locally relevant "green careers information" approaches that make pathways into green opportunities more visible and easier to navigate. Potential areas for development could include role-to-skill maps, information on entry routes and local providers, and visibility of paid placement opportunities delivered through schools and TVET institutions, community hubs, youth networks, and mobile-first platforms. This responds directly to the strong demand for better information on green jobs identified throughout the research, while helping reduce reliance on informal networks and gatekeeping. Over time, these resources could be maintained and adapted across COP cycles rather than tied to a single summit moment.

Looking Ahead

The Climate Connection Hive's work across COP29 and COP30 demonstrates the value of embedding research and youth participation throughout COP cycles and to inform climate policy. COP31 provides an opportunity to strengthen the link between evidence, participation, and implementation, ensuring climate empowerment and inclusive transition agendas are grounded in young people's lived realities.

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Abbreviations

Acronym	Full form
ACE	Action for Climate Empowerment
BLK	Vocational Training Centre (Indonesia)
CGIAR	Consultative Group on International Agricultural Research
COP	Conference of the Parties (UNFCCC)
CSO	Civil Society Organisation
FAO	Food and Agriculture Organization of the United Nations
GHG	Greenhouse Gas
GIS	Geographic Information Systems
ILO	International Labour Organization
IRENA	International Renewable Energy Agency
KCI	Knowledge to Climate Initiative (UNFCCC)
MST	Movimento dos Trabalhadores Rurais Sem Terra (Landless Workers' Movement, Brazil)
NDC	Nationally Determined Contribution
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PAGE	Partnership for Action on Green Economy
SDG	Sustainable Development Goal
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
WEF	World Economic Forum
WMO	World Meteorological Organization

Annex

Climate Connection Hive: Research Tool Kit – Global

Tool 1: Survey Questionnaire
Online survey tool available via Google Form in English.

Sampling Approach:
Stratified random sampling will be employed to capture insights from key strata such as gender, geographic location and educational backgrounds. The survey will leverage online platforms (e.g., WhatsApp, social media, email campaigns) to engage urban and peri-urban respondents, while British Council in-country partnerships with NGOs, community organisations, and local youth networks can help facilitate outreach in rural areas with limited digital access. The Global Youth Climate Connection Research Team will also support dissemination of the survey in their networks.

1. **Introduction**
   - **Purpose Statement:**
     "This survey aims to gather insights from young people (18–30) about their challenges, aspirations, and needs in accessing green jobs and skills. The findings will guide inclusive policy-making and programme design for green transitions across sectors such as agriculture, energy, and manufacturing."
   - **Confidentiality Statement:**
     "Your responses will remain anonymous. The data collected will be used only for research and advocacy purposes."
   - **Consent Checkbox:**
     "I agree to participate in this survey." (Required)

2. **Survey Sections and Questions**

Section 1: Demographics and Background

1. **What is your age?**
   - [Dropdown] 18, 19, 20, ..., 30
2. **What is your gender?**
   - [Multiple Choice] Male, Female, Other gender identities (e.g., intersex, transgender) Prefer not to say
3. **What is your current location?**
   - [Open-Ended] City/Town, Country
4. **What is your primary language?**
   - [Open-Ended]
5. **What is your highest level of education completed?**
   - [Multiple Choice]
   - No formal education
   - Primary
   - Secondary
   - Vocational training
   - University (Bachelor's)
   - University (Master's or higher)
6. **Which of the following best describes your current status?**
   - [Multiple Choice]
   - Employed (full-time/part-time)
   - Self-employed
   - Student
   - Unemployed
   - Other (please specify)

7. **Do you live in a rural or urban area?**
   - [Multiple Choice] Rural, Urban, Peri-Urban
8. **Do you belong to any of the following groups? (Select all that apply)**
   - [Checkboxes]
   - Women
   - Indigenous communities
   - Ethnic minorities
   - People with disabilities
   - Rural youth
   - Other (please specify)

Section 2: Awareness and Perceptions of Green Jobs and Skills

9. **How familiar are you with the concept of green jobs?**
   - [Multiple Choice] Very familiar, Somewhat familiar, Not familiar
10. **Which sectors do you associate with green jobs or green skills? (Select all that apply)**
   - [Checkboxes]
   - Agriculture
   - Renewable energy (e.g., solar, wind)
   - Manufacturing
   - Waste management and recycling
   - Construction and infrastructure
   - Transportation
   - Other (please specify)
11. **How important do you think green skills are for the future of work in your community?**
   - [Scale] 1 = Not important, 5 = Extremely important
12. **What motivates you to pursue a green job or skills training? (Select up to 3)**
   - [Checkboxes]
   - Financial stability
   - Interest in environmental protection
   - Personal or community sustainability goals
   - Career growth opportunities
   - Influence of cultural values or traditions
   - Other (please specify)
13. **What is your perception of the demand for green jobs in your country?**
   - [Multiple Choice] High demand, Moderate demand, Low demand, No demand

Section 3: Barriers to Participation

14 **.Have you faced challenges accessing green education, training, or job opportunities?**
   - [Multiple Choice] Yes, No
15. **If yes, what are the most significant barriers? (Select all that apply)**
   - [Checkboxes]
   - Lack of financial resources
   - Limited access to relevant training programmes
   - Lack of local job opportunities in green sectors
   - Gender or cultural biases
   - Insufficient information or awareness
   - Poor alignment of education systems with industry needs
   - Language barriers
   - Geographic isolation
   - Other (please specify)

16. **What role do societal or cultural norms play in shaping access to green opportunities?**
    - [Open-Ended]
17. **To what extent do you feel your educational background prepared you for green jobs?**
    - [Scale] 1 = Not at all prepared, 5 = Very well prepared
18. **What do you think are the most significant challenges in your country for ensuring an inclusive green transition?**
    - [Open-Ended]

Section 4: Inclusivity and Marginalisation

19. **Which groups do you think are most vulnerable to being left behind in the green transition? (Rank the top three)**
    - [Ranking Question]
    - Women
    - Rural youth
    - Youth with disabilities
    - Ethnic minorities
    - Non-English speakers
    - Other (please specify)
20. **Do you think current green training programmes are inclusive of marginalised groups?**
    - [Multiple Choice] Yes, No, Not sure
21. **How does the rural-urban divide affect access to green skills and job opportunities in your community?**
    - [Open-Ended]

Section 5: Aspirations and Solutions

22. **What are your aspirations for participating in green sectors? (Select all that apply)**
    - [Checkboxes]
    - Employment in green industries
    - Entrepreneurship in sustainable businesses
    - Leadership in community climate action
    - Advocacy for green policies
    - Research and innovation in green technologies
    - Other (please specify)

23. **What support would help you overcome challenges in accessing green jobs or training? (Rank the top three)**
    - [Ranking Question]
    - Financial support (e.g., scholarships, grants)
    - Local training opportunities
    - Mentorship or guidance from professionals
    - Improved access to information about green jobs
    - Networking with industry leaders or organisations
    - Enhanced digital learning tools or platforms
    - Policy changes to promote inclusion
    - Other (please specify)
24. **If you could design a training programme for green skills, what would it include?**
    - [Open-Ended]
25. **What role do you see for technology (e.g., AI, mobile apps) in expanding green opportunities?**
    - [Open-Ended]

Section 6: Final Thoughts

26. **What is one policy change you believe could significantly improve access to green jobs for youth?**
    - [Open-Ended]
27. **Is there anything else you would like to share about your experiences, challenges, or aspirations related to green jobs and skills?**
    - [Open-Ended]

In-depth Interviews

Tailored interview guides for semi-structured interviews where the facilitator can alter questions according to the national/ local context.

Interview Guide 1: Youth (18-30)
Objective: Explore youth perspectives on green skills, barriers, and opportunities.

Sections and Suggested Questions:

1. **Introduction and Context**
   - Brief self-introduction and background (e.g., tell us a little about yourself - y our education, work or region etc.).
   - How did you first become aware of green skills or opportunities in climate-related sectors? (e.g., this might be through school, a job, friends, social media, or a community project)
2. **Green Skills and Opportunities**
   - What skills do you believe are essential for participating in green sectors like agriculture, energy, or manufacturing? (these can include technical skills like working with solar panels or eco-friendly farming) or general skills like communication, teamwork, leadership, or problem-solving)
   - Have you received training or participated in programmes focused on green skills? If yes, how effective were they? (e.g., workshops, online courses, school projects, internships - were they helpful or relevant to real work?)
3. **Barriers and Challenges**
   - What barriers have you faced in accessing green education, training, or job opportunities? (Barriers could include cost/funding, lack of information/awareness, no nearby opportunities, family responsibilities, or limited internet access)
   - How do societal or cultural norms in your community influence your ability to pursue green skills or jobs? (Are there beliefs or traditions that influence youth, or other groups from joining green sectors in any way?)
4. **Soft Skills**
   - How important are soft skills in accessing green opportunities? (e.g., leadership, communication, public speaking, problem solving)
   - Can you share an example of when soft skills helped you overcome a challenge or seize an opportunity? (Maybe you spoke up in a meeting, led a small group, solved a problem, or helped others during a green project)
5. **Inclusion and Marginalisation**
   - In your opinion, which groups are most marginalised when it comes to accessing green opportunities? Why? (e.g., people in rural areas, people with disabilities, ethnic minorities, low-income communities)
   - How has your identity (gender, ethnicity, disability, etc.) impacted your journey in accessing green skills? (e.g., have aspects of your background made it easier or more difficult to find opportunities in green jobs, training programs, or education? Can you share any examples of support or barriers you have faced?
6. **Success Stories and Aspirations**
   - Can you share a personal success story related to climate skills or green jobs? (e.g., even small wins count - like planting trees, leading a recycling project, or joining a climate group.
   - What are your aspirations for participating in green sectors in the future? (e.g., Is there a dream job or project you'd like to work on - like renewable energy, sustainability, or protecting nature?)

Interview Guide 2: Educators
Objective: Gather insights on the role of education and training in equipping youth for green transitions.

Sections and Suggested Questions:

1. **Introduction and Role**
   - What is your current role in education or training, and how does it relate to green skills development? (Any topics you particularly focus on related to the environment or sustainability?)
   - What are the primary educational gaps you see in preparing youth for green jobs? (Are there skills or knowledge young people are missing? Are current lessons or training enough for green careers?)
2. **Curriculum and Programmes**
   - What specific programmes or courses have you implemented to develop green skills? (perhaps you could share the focus of these programmes (e.g., clean energy, farming, recycling)? And how have students responded?)
   - How do you integrate local cultural values or traditional knowledge into your teaching? (e.g., Can you give an example where you used community or traditional ways to teach about the environment?)
3. **Barriers and Challenges**
   - What challenges do you face in delivering effective green skills education? (e.g., is it hard to fit these topics into the school system? Do you get enough support or interest?)
   - How does the availability of resources affect your programmes? (e.g., Do you have enough teaching tools or budget? Do educators need more training?)
4. **Soft Skills Development**
   - How do you ensure that soft skills are incorporated into green skills training? (Which soft skills do you think are important for green jobs? How do you help students develop them?)
   - Can you provide an example of a successful training initiative that emphasised soft skills? (e.g., What did students do in that project? How did it help them grow?)
5. **Inclusion and Equity**
   - How do your programmes address inclusivity for marginalised groups? (e.g., How do you support students with disabilities, ethnic minorities or from low income communities?)
   - What strategies have been most effective in reaching rural or disadvantaged youth? (e.g., use of tech in classes, online learning, or work with local groups? What makes it easier or harder?
6. **Recommendations**
   - What improvements or policy changes would enhance green skills education in your context? (e.g., Should the government or other organisations give more support?)

Interview Guide 3: Policymakers
Objective: Understand policy frameworks and their alignment with green skills development.

Sections and Suggested Questions:

1. **Introduction and Focus Areas**
   - What is your role in shaping policies related to climate skills or workforce development? (prompt: Please describe your department or organisation and how your work connects to green skills or workforce planning.
   - What are the key climate-related challenges your region or country faces? (e.g., clean energy, pollution, floods, droughts, or youth unemployment?)
2. **Policy Landscape**
   - Are there existing national or regional policies that support green skills development? If so, how effective are they? (Please mention any climate action plans, education strategies, or job programmes. Are they effective in reaching young people or job seekers?)
   - How do these policies align with international frameworks (e.g., SDGs, NDCs)? (prompt: Are these global frameworks helping to guide your national or regional plans?)

3. **Barriers and Opportunities**
   - What are the main barriers to implementing policies for green skills development? (e.g., lack of funding, poor coordination, less awareness, or limited training opportunities?)
   - How can policies better address the needs of marginalised youth? (e.g., What kinds of support do you think would help young people from rural areas, low-income families, or with disabilities to access green jobs, training, or education more easily?)
4. **Public-Private Collaboration**
   - What role do partnerships (e.g., with private sector, NGOs) play in advancing green skills initiatives? (e.g., Do you work together on training, funding, or building job opportunities?)
   - Can you share an example of a successful public-private collaboration in green skills training? (e.g., What made it successful? What results did it bring for learners or workers?)
5. **Cultural and Local Contexts**
   - How do cultural norms and values influence policy design and implementation in your country?
   - What steps are being taken to ensure policies are inclusive and culturally relevant? (e.g., are you involving com munities in planning or adjusting policies for local conditions?)
6. **Future Directions**
   - What policy innovations are needed to strengthen green skills training? (e.g., Would more funding, better data, stronger partnerships, or updated training models help?)

Interview Guide 4: Private Sector Leaders
Objective: Explore industry perspectives on green skills gaps and workforce readiness.

Sections and Suggested Questions:

1. **Introduction and Business Focus**
   - What is your organisation's role in advancing green practices in agriculture, energy, or manufacturing? (Prompt: What types of products or services do you offer, and how do they contribute to a greener or more sustainable future?)
   - How important are green skills to your company's operations and goals? (Prompt: Are green skills important for your company's competitiveness, innovation, or social responsibility?)
2. **Skills Gaps**
   - What skills are currently most in demand in your sector for supporting green transitions? (Prompt: e.g., technical skills (e.g., renewable energy, eco-design) or soft skills (e.g., systems thinking, collaboration)?)
   - How do you assess the readiness of youth entering the workforce for green jobs? (Prompt: What strengths or weaknesses do you observe in workplace?)
3. **Barriers and Challenges**
   - What challenges do you face in hiring or training employees with green skills? (Are the right skills hard to find? Is there a mismatch between what training institutions teach and what you need?)
   - Are there any specific barriers to engaging marginalised youth in your industry? (Prompt: This may include young women, rural youth, youth with disabilities, or those from low-income backgrounds)
4. **Training and Development**
   - What role does your organisation play in training employees for green jobs? (Prompt: Do you provide in-house training, internships, apprenticeships, or support external learning?)
   - Can you share an example of a successful green skills training initiative? (Prompt: What did the programme include, who participated, and what were the results?
5. **Collaboration and Policy Alignment**
   - How do you collaborate with governments, educators, or NGOs on green skills development? (Prompt: Are there joint projects, funding partnerships, or shared training programmes?)
   - Are there any policy gaps that, if addressed, could improve workforce readiness for green transitions? (Prompt: For example, are government incentives, certifications, or funding opportunities missing?)
6. **Future Insights**
   - What emerging trends or opportunities do you foresee in green sectors in your region? (Prompt: Are there areas of expected growth, like electric vehicles, sustainable construction, circular economy, or agroecology?)

Climate Connection Hive – Youth Diary Protocol

For Hive Researchers (Deep-Dive + Global Engagement Streams)

What Is the Youth Diary?

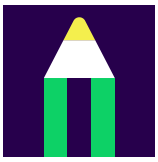
The Youth Diary is your personal and creative space to document lived experiences, reflections, and community stories related to green jobs, climate action, and just transitions.

It's designed to:

- Capture your voice and journey as a youth researcher
- Reflect experiences from your peers and vulnerable groups in your community
- Feed into the Climate Connection Hive's research, storytelling, and advocacy

There is no limit to the number of entries. Submit as many as you like, in any combination of formats.

General Guidelines for Diary Entries



Submission Format

- Every diary submission must include a written narrative (350-500 words).
- Optional supplements: voice notes, photos, videos, drawings, or comics can be added for context or emotion but must link clearly to the written reflection.
- Use a format that best reflects your story and is comfortable for you – in any language, with a brief English summary if needed.

Ethics, Consent & Anonymity

- Always get verbal consent before sharing someone else's story or image.
- Use pseudonyms unless the person explicitly agrees to be named.
- Avoid identifiable features (e.g., close-up faces, school names, GPS-tagged locations).
- Add "CONFIDENTIAL – Do not quote or publish" at the top if you want your entry excluded from public use.

Thematic Diary Prompts
Each prompt links to one or more research themes and can be adapted to your personal or community context.

Theme 1: Green Skills and Climate Education
Prompt 1 – "Skills I Wish I Had" Reflect on a skill (technical or soft) you wish you had – or are trying to build – to access a green job in agriculture, energy, or manufacturing. Why is it important? Where could you learn it?
Prompt 2 – "How I Learned About Climate" Who or what taught you about climate change? School? Family? Community elders? Social media? Reflect on which sources you trust, and which shaped your awareness most.
Prompt 3 – "If I Were a Minister..." If you could shape climate education in your country, what would it look like? Who would it serve first? What would you change in your local school or training system?

Theme 2: Soft Skills and Youth Empowerment
Prompt 4 – "Not Just Technical" Think about a situation where communication, teamwork, or confidence helped you take climate action or seek a green opportunity. Why was this soft skill important?
Prompt 5 – "The Resilience Test" Tell a story of a time you or someone you know faced a barrier – and had to rely on resilience or leadership to push through (e.g., starting a green project, applying for a job, challenging bias).

Theme 3: Skills Gaps & Green Job Pathways
Prompt 6 – "A Job I See Changing" Describe a job in your community that is disappearing or transforming due to climate or technology. What new skills would be needed to keep that job green and relevant?
Prompt 7 – "Green Job, Real Hurdles" Talk about someone (maybe yourself) who tried to pursue a green job or training but hit a wall – like financial limits, lack of information, language barriers, or gender bias.

Theme 4: Intersectionality & Exclusion
Prompt 8 – "I See Who's Missing" Look around your community: who is often left out of green education or job opportunities – and why? Reflect on how gender, race, disability, or geography shapes access.
Prompt 9 – "My Identity, My Journey" How has your identity (ethnicity, religion, gender, class, etc.) influenced your path towards climate action or green work? Share a moment of pride, challenge, or learning.

Theme 5: Gender and Representation
Prompt 10 – "When Women Lead" Tell a story of a woman or girl leading climate action in your community, or reflect on why women's leadership matters in agriculture, energy, or manufacturing.
Prompt 11 – "Boys, Girls, and Bias" Share how gender roles or expectations shaped your experience in a training, job application, or youth group. What needs to shift for equity?

Theme 6: Community and Non-Formal Learning
Prompt 12 – "What I Learned Outside School" Think about something climate-related you learned outside formal education – from a peer, community group, religious space, or online. Why did it stick with you?
Prompt 13 – "Peer Networks Matter" Have you ever learned or taught a green skill in a non-formal setting – WhatsApp, workshops, or community projects? Reflect on how these spaces build confidence or open doors.

Theme 7: Policy and Institutions
Prompt 14 – "Policies That Don't Reach Us" Are there government policies or programmes in your country aimed at green skills? Do they reach you? Why or why not? Share what is working – or missing.
Prompt 15 – "If Training Was Made for Us" Design your dream green training programme: Where would it happen? Who would teach it? What would be different for young people like you?

Theme 8: Risks and Barriers
Prompt 16 – "This Held Me Back" Tell a story of a time you or someone in your community was stopped from learning, working, or acting due to a policy gap, discrimination, or lack of infrastructure.
Prompt 17 – "Barriers You Don't See" What are the invisible challenges – like social norms or stigma – that prevent certain youth from participating in climate action or green work? Reflect on what needs to change.

Theme 9: Culture, Tradition, and Cross-Cultural Experience
Prompt 18 – "Traditional Skills, Green Futures" Are there cultural traditions or ancestral knowledge in your community that support sustainability or environmental care? How could they inspire green jobs today?
Prompt 19 – "Stories from Across Borders" Have you participated in a cultural exchange or event with youth from other countries? Reflect on how it changed your perspective on climate action or green skills.

Mix-and-Match Guidance

- You can combine prompts or focus on one deeply.
- If using audio, photo, or video as a supplement, describe how it supports your written story (e.g., "This photo shows the training site I discuss above").
- Think of your diary entry as both a reflection and evidence. What you say may influence global policies – your story is not just heard, it's used.

How to Submit Your Diary Entries

Each Hive participant will be given a personal Google Drive folder (private and secure), where you can upload your entries.

- You'll receive the link via email by July 28, 2025
- Please name your files clearly: Example: Ravi_GreenJourney_Entry1_July2025.pdf
- Uploads can be made any time until August 20, 2025
- You may also email entries (if needed) or use WhatsApp if technical support is required

If you wish to mark an entry as private or sensitive, simply include the note "CONFIDENTIAL – Do not quote or publish" in your upload file name or entry text.

Ethics and Safeguarding

- Always get verbal consent before sharing someone else's story.
- Use pseudonyms unless the person is happy to be named.
- Avoid sharing photos or data that could identify someone without permission.
- If you come across anything sensitive or concerning, please contact our Safeguarding Lead.

How Will Your Diaries Be Analysed?

Your entries will be an essential part of the Climate Connection Hive's qualitative evidence base. They will be:

- Thematically coded by the research team using categories such as *barriers, aspirations, inclusion, innovation,* and *local action*
- Analysed alongside survey data, interviews, and focus groups to:
  - Add depth, context, and emotion to trends found in other methods
  - Amplify youth voices, especially from underrepresented groups
  - Identify powerful stories, metaphors, and ideas for campaigns and advocacy
- Used to co-create youth-led recommendations and policy messages for COP30 and other platforms

We will ensure that your words are not just data, but insights that inform action. Where excerpts are used, your consent will be sought, and you will be anonymised unless you request to be named.

Global Innovation Launchpads on Youth Green Skills

Background

The **Climate Connection Hive** is a global research and campaign initiative exploring how young people (18–30) can access and thrive in green job opportunities, with a focus on **agriculture, energy, and manufacturing.** The research combines global insights with deep-dive studies in five focus countries, **Brazil, India, Indonesia, Mexico, and Viet Nam,** and will inform advocacy and campaign work culminating at **COP30 (Brazil, November 2025).**

As part of this process, two **Global Innovation Launchpads** will be convened as **virtual roundtables** in October 2025. These roundtables will bring together diverse stakeholders from the five focus countries and beyond to co-develop actionable recommendations on inclusive green skills development.

Purpose

The Innovation Launchpads will:

- Provide a **global multi-stakeholder platform** for co-creating solutions on youth green skills.
- Align **policies, training initiatives, and industry needs** with youth aspirations, particularly those of marginalised groups.
- Generate actionable insights that will directly feed into:
- **COP30 advocacy** (Brazil, November 2025).
- The **Climate Connection Hive Global Report** (January 2026).

Format & Participation

- **Two global virtual roundtables** will be held on consecutive days to accommodate different time zones:
- **Roundtable 1 (Asia–Pacific Friendly):** Thursday, **9 October 2025,** 08:00–10:00 UTC
- **Roundtable 2 (Americas–Europe Friendly):** Friday, **10 October 2025,** 15:00–17:00 UTC
- **Participants:** 15–20 per roundtable.
- **Composition:** Policymakers, educators, private sector leaders, NGOs/CSOs, and youth leaders (with at least 50% youth representation).
- **Structure:** Each session will last a maximum of 2 hours, combining plenary and breakout discussions.

Proposed Agenda (2 Hours)

0. Pre-Session (5–10 mins)
- Virtual waiting room with slides + live poll ("Where are you joining from?").

1. Welcome & Framing (15 mins)
- Facilitator welcome, objectives, and agenda.
- Icebreaker in chat: "Name, country, and three words to describe a green future."

2. Setting the Scene (15 mins)
- Short presentation on the Climate Connection Hive (5 mins).
- Youth story (video or live narrative snapshot) from one of the five countries (5 mins).
- Interactive poll: "Which sector holds the most promise for youth green jobs in your country?"

3. Breakout Discussions (40 mins)
Participants split into 3–4 groups with guiding themes:

1. Public–Private Partnerships – Expanding green skills opportunities.
2. Cultural Relevance – Integrating cultural values, Indigenous knowledge, and local context.
3. Inclusive Innovation – Supporting women-led, youth-led, people with disabilities and Indigenous youth green initiatives.
4. Policy Gaps & Collaboration – Aligning SDGs/COP frameworks with local realities.

4. Plenary Synthesis (30 mins)
- Rapporteurs share 2 recommendations each.
- Facilitator synthesises into 5–7 global recommendations.
- Live voting on "most urgent" and "most feasible."

5. Closing & Next Steps (15 mins)
- Summary of outcomes.
- Youth co-facilitator outlines next steps: integration into COP30 advocacy and Global Report (Jan 2026).
- Closing reflection: "One word for how you feel leaving today and take away action."

www.britishcouncil.org/climate-skills